DOCUMENT RESUME

ED 150 039 SO 010 546

AUTHOR	Walker, Byron H.
TITLE	Ohio History Resource Guide for Frontier Ohio.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE	[70]
NOTE	183p.
AVAILABLE FROM	Sales Manager, Ohio Historical Society, 1982 Velma Avenue, Columbus, Ohio 43211 ($2.50, paper cover)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Colonial History (United States); Grade 7; History; History Instruction; Instructional Aids; Interdisciplinary Approach; Junior High School Students; Learning Activities; Life Style; Primary Sources; Reading Materials; Resource Guides; Secondary Education; Skill Development; *Social History; *Social Studies; *State History; Teaching Methods; United States History
IDENTIFIERS	*Ohio

ABSTRACT

The resource guide is designed to help seventh grade history teachers in Ohio meet the requirements for a mandated course on state history, geography, and civics. Although history is the central discipline, the guide presents an interdisciplinary approach. It contains questions for discussion, readings from primary sources, and class activities related to aspects of life in colonial times in Ohio. The first several sections offer suggestions for introducing the unit and the study of history in general. Definitions of history, the historical method, uses of history, and procedures for teaching history are reviewed. The major part of the guide presents discussion questions and related readings grouped according to topics such as: the people who settled the Ohio frontier, clearing of land and cabin construction, food and cooking, hunting, family roles, education, religion, social life, and government. Readings are taken from personal diaries, letters, newspapers, and travel reports dating from the colonial period. A concluding bibliography identifies approximately 200 relevant teacher resources, student reference books, photograph collections, filmstrips, records, tapes, and field trip suggestions. (AV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED150039

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

OHIO HISTORY
RESOURCE GUIDE
for
FRONTIER OHIO

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Ohio Historical Society
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

THE DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
THE OHIO STATE DEPARTMENT OF EDUCATION

Martin W. Essex
State Superintendent of Public Instruction

G. Robert Bowers
Assistant Superintendent - Curriculum and Instruction

J. E. Brown
Director, The Elementary and Secondary
Education Division

Prepared by
Byron H. Walker
Supervisor of Social Studies and Humanities

This publication was printed with federal funds made available through Title V, Section 503, P. L. 89-10.

SO 010 546

ACKNOWLEDGEMENTS

It is impossible to list all those persons who have contributed to the preparation of this resource unit. Even though they remain unnamed, I express my sincere appreciation to them for their contributions.

Grateful acknowledgement is made to the following individuals who read the unit and offered many helpful suggestions: Randall Buchman, Defiance College; Raymond Muessig, The Ohio State University; Thomas Smith, Ohio University; Kenneth Light, Ohio University; Amos Loveday, Columbus City Schools; Jacquelyn H. Acker, Sauder Junior High School, Stark County.

Gratitude is also expressed to Thomas Crouch of the Ohio Historical Soceity for his help in preparing the bibliography, to Miss Cora Schmid of Cincinnati for her contributions of source materials and many helpful suggestions; to Vivian May, who typed and edited the resource unit.

For permission to reprint, I am indebted to the officials of the Charles E. Merrill Publishing Company, Ginn-Blaisdell Publishing Company, and Holt, Rinehart and Winston, Inc.

Finally, I wish to express my appreciation to the New York State Department of Education for providing a model and to my colleagues in the Ohio Department of Education for their assistance and encouragement.

Byron H. Walker
Supervisor
Social Studies and Humanities, K-12

INTRODUCTION

This resource unit, Frontier Ohio, is designed to help the seventh grade Ohio history teacher meet the needs and interests of the pupils in the mandated course on Ohio history, geography, and civics. The unit stresses pupil involvement in the teaching-learning process, with special emphasis upon the learning process.

The approach and the activities suggested by this unit are based on the awareness that seventh graders can work with pleasure and profit at a relatively high level of sophistication with social studies materials. They can learn to locate and to use primary sources. They can learn to ask searching questions. They can form hypotheses and test them against available data and compare their findings with the conclusions made by others. They can apply the techniques of the historian and the social scientist.

When seventh graders enter their social studies classes at the beginning of the term, they come with such basic skills as map reading, skills in reading and in the evaluation of evidence, and skills in oral and written expression. It is our intent to refine and improve these skills by providing activities designed specifically for this purpose. We have provided some primary source materials because we think that such materials tend to challenge and stimulate a high level of interest in students. We also believe that if pupils are to acquire a measure of ability in using the historical method and in understanding concepts or generalizations of historical thinking, they must study primary sources, make inferences from source materials, express their findings in their own language, and compare their findings with more accomplished authors.

While an interdisciplinary approach is followed in this unit, history is the central discipline. A special project has been designed to permit students to emulate the historian at work through a study of their local community.

HISTORY

What is history? What methods does the historian use in his work? Why study history? How do you teach history? These and similar questions are legitimate questions that might be raised by the history teacher. It is not our purpose, nor within our capability, to supply definitive answers to the above questions. We have included in the bibliography some references that may suggest answers. Perhaps the quotations and comments that follow will stimulate reflection on the questions raised and may even provide tentative answers to some of them.

DEFINITION OF HISTORY

There is no universally accepted definition of history. The following are but a sample of the definitions that have been given.

Edward Gibbon: "History is, indeed, little more than the register of the crimes, follies, and misfortunes of mankind."

Thomas Carlyle: "History is the essence of innumerable biographies."

Benedetto Croce: "All history is contemporary history."

Bolingbroke: "History is philosophy teaching by examples."

J. B. Bury: "History is a science; no less, and no more."

Sir John Seeley: "History is past politics."

Arnold Toynbee: "History is a search for light on the nature and destiny of man."

Samuel Eliot Morrison: "History is the story of man."

Leopold Von Ranke: "History is concerned with things as they really happened."

Napoleon: "History is a lie agreed upon."

James Harvey Robinson: "History, in the broadest sense of the word, is all that we know about everything that man has ever done, or thought, or hoped, or felt."

Voltaire: "History in general is a collection of crimes, follies, and misfortunes among which we have now and then met with a few virtues, and some happy times."

Claude G. Bowers: "History is the torch that is meant to illuminate the past to guard us against the repetition of our mistakes of other days."

Henry Ford: "All history is bunk."

The young pupil may think of history as a closed system of "facts" found in a textbook. However, the mature student and the professional historian do not share this view. One of the important objectives of this unit of study is to help the student understand that a history textbook is not history, but only the author's attempt to reconstruct the past. The student should also be helped to realize that regardless of how skilled the writer is, it is impossible to reconstruct "the absolutely true past."

Note to teachers:

Have each student write his own definition of history before the unit begins. Mimeograph and distribute to class members various definitions. Have each student keep a copy of his own definition. Then examine and discuss the definitions provided here. Have each student write a definition of history at the close of this unit without looking at his previous definition. Compare definitions, noting similarities and differences. Try to draft a class definition which many students can accept.

THE HISTORICAL METHOD

The word history comes from the Greek word Historia which means inquiry. Historical inquiry is usually triggered by the who, what, why, when, and how questions. In carrying on his research to find answers to these questions, the historian follows the historical method.

According to Professor Mark M. Krug of the University of Chicago, the historical method involves:

1. The selection of the subject for investigation. The historian must ascertain who and what anyone else has written on the subject in order to avoid duplication of effort.
2. The collection of as many of the printed, written, and oral materials bearing on the subject as possible.
3. The verification of the sources as to their genuineness and veracity.
4. The extraction and organization of the data pertinent to the subject under investigation.
5. The commitment of the findings into a meaningful and historical narrative.[1]

In their attempts to reconstruct the past, historians work with primary sources because these are the materials closest to the actual event. Primary sources may be defined as someone who was there or something which was there. These include a wide variety of written material and physical remains: letters, records, speeches, minutes of meetings, houses, tools, weapons, newspaper accounts, clothing, paintings, photographs, diaries, and so on. The definition of secondary sources is simple--all sources which are not primary are secondary. The historian, as you will note, does rely heavily on written records.

While it is easy to describe the historical method, there are a number of limitations and problems that challenge the historian in his quest for truth. Hard data and "facts" on which to base conclusions are frequently hard to find. Arthur Schlesinger, Jr., the distinguished American historian, has written:

---

[1] Mark M. Krug, History and the Social Sciences (Waltham: Blaisdell Publishing Company, 1967), p. 100.

> Nothing in my experience of working for Kennedy was more chastening than my attempt to penetrate into the process of decision. In retrospect, I shudder a little when I think how confidently I have analyzed decisions in the ages of Jackson and Roosevelt, traced influences, assigned motives, evaluated roles, allocated responsibilities and, in short, transformed a disheveled and murky evolution into a tidy and orderly transaction. The sad fact is, that in many cases, the basic evidence for the historian's reconstruction of the really hard cases does really not exist--and the evidence that does exist is often incomplete, misleading or erroneous.[2]

In addition to the scarcity of hard data, there are other limitations or weaknesses of the historical method that the student of history must be prepared to accept. The matter of distortion stemming from the heavy reliance on the written record, the appeal of the dramatic, the spectacular, the catastrophic, the familiar; present-mindedness which causes us to look at the past through our own eyes and to judge it by our standards; the biases and prejudices of the historian makes it difficult for him to be objective. Professor Henry Steele Commager wrote:

> Let us admit at once that history is neither scientific nor mechanical, that the historian is human and therefore fallible, and that the ideal history, completely objective and dispassionate, is an illusion. There is bias in the choice of subject, bias in the selection of material, bias in its organization and presentation, and inevitably, bias in its interpretation; consciously or unconsciously, all historians are biased. They are creatures of their time, their race, their faith, their class, their country-creatures, and even prisoners.[3]

Most historians would agree with John Madje who said, "The exact truth is both a proper objective and an unattainable one." The problem of scientific objectivity is indeed a real challenge for the historian.

---

[2] New York Times, Magazine Section, November 21, 1965.

[3] Henry Steele Commager, The Nature and Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), p. 53.

Note to teachers:

You may want to add one or more of the following books on the historical method to your professional library.

Beeker, Carl. Everyman His Own Historian, Quadrangle Paperback, 1966. (QP33)

Bloch, Marc. The Historian's Craft, Vintage Book, 1953. (V-512)

Gottschalk, Louis. Understanding History: A Primer of Historical Method. New York: Alfred A. Knopf, 1950.

Higham, John. History: The Development of Historical Studies in the United States. Spectrum Book, 1965. (S-187)

Hockett, Homer. The Critical Method in Historical Research and Writing. New York: The Macmillan Company, 1955.

Perkins, Dexter and Snell, John L. The Education of Historians in the United States. New York: McGraw Hill Book Company, Inc., 1962.

Shafer, Boyd C., et. al. Historical Study in the West. New York: Appleton-Century-Crofts, 1968.

Shafer, R. J. A Guide to Historical Method. Homewood, Illinois: The Dorsey Press, 1969. (Paperback)

Smith, Page. The Historian and History. New York: Alfred A. Knopf, 1964.

THE USES OF HISTORY

"Why study history?" is a question that has been asked many times. There have been many reasons given for the study of history. In addition to the reasons that are given below, it is suggested that you read the texts by Henry Steele Commager, *The Nature and the Study of History* (Columbus: Charles E. Merrill Books, Inc., 1965) and Mark M. Krug, *History and the Social Sciences* (Waltham: Blaisdell Publishing Company, 1967). Both works have excellent chapters dealing with this question.

The following quotations are merely suggestive. Most teachers will have other equally valid reasons for the study of history.

> R. G. Collingwood: "History is for human self-knowledge. It is generally thought to be of importance to man that he should know himself.... knowing yourself means knowing what you can do; and since nobody knows what he can do until he tries, the only clue to what man can do is what man has done. The value of history, then, is that it teaches us what man has done and thus what man is."

> A. L. Rowse: History "enables you to understand, better than any other discipline, the public events, affairs and trends of your time."

> Thomas Jefferson: "History, by apprising them (school children) of the past, will enable them to judge of the future; it will avail them of the experiences of other times and other nations; it will qualify them as judges of the actions and designs of men; it will enable them to know ambition under every guise it may assume, and knowing it, to defeat its views."

> C. M. Trevelyan: "There is no utilitarian value in the knowledge of the past, and there is no way of scientifically deducing causal laws about the action of human beings in the mass. In short, the value of history is not scientific. Its true value is educational. It can educate the minds of men by causing them to reflect on the past."

> E. H. Carr: "The historian .... is bound to generalize; and in so doing, he provides general guides for future action, which though not specific predictions, are both valid and useful."

Macaulay: "The pleasure of History is analogous in many respects to that produced by foreign travel. The student is transported into a new state of society. He sees new fashions. He hears new modes of expression. His mind is enlarged by contemplating the wide diversities of laws, of morals, and of manners."

Henry Steele Commager: "The first and doubtless the richest pleasure of history is that it adds new dimensions to life itself, enormously extending our perspective and enlarging our experience. It permits us to enter vicariously into the past, to project our vision back over thousand of years and enlarge it to embrace all the races of mankind. ..... history provides us with great companions on our journey through life...... Perhaps the most useful lesson the student of history can learn is to avoid over-simplification, and to accept the notion of multiple causation or to resign himself to the fact that as yet we do not know enough to explain the causes of things. History provides mankind with memory. It does fire the imagination, broaden intellectual horizons, and deepen sympathies. It does summon up a great crowd of witnesses from the past to instruct and edify each new generation. It does encourage each generation to believe that it can build upon the past and perhaps progress into the future..... History provides perspective...., that men have known crises before, and wars, and turmoils, and triumph and tragedy, and have survived..... It moderates our instinctive and pervasive parochialism, a parochialism of both time and space, a parochialism which is moral as well as social or political.... It enjoins patience--patience with the long struggle of man to conquer nature, to organize government and society.... It teaches patience with the errors of men, the mischief of their enterprises, the failures of their institutions, the frustrations of their hopes and ambitions.... History teaches tolerance--tolerance with different faiths, different loyalties, different cultures, different ideas and ideals.... History assures us that man is neither the creature of iron laws over which he has no control nor the victim of chance and fortuity.... It reminds us that the individual counts, that character counts.....not only the character of the individual but of a whole people that counts...and history reminds us, too, that character is to be read not only in manifestations of courage and power, but in the things of the mind and the spirit as well."

Mark M. Krug: "The study of the nation's past is considered by many as one of the best means of re-enforcing national unity and of instilling love of country and patriotic devotion.... Some instances can be cited in which a thorough knowledge of history is indeed indispensable for an understanding of a current event or political development... History is indeed an inexhaustible source of examples and modes of life and "styles of life," and as such, and to that extent, it is a school of wisdom... It should not be difficult to make a case for the study of history on the basis of the intrinsic pleasure that can be derived from such a study... History also has been a powerful force in the creation of nations. What binds groups of people together in a community of nationhood is primarily a common past, a feeling of communality of interests in the present, and common aspirations for the future....while history has been a creative and inspiring force, at times it has also been a destructive one, especially when manipulated by unscrupulous demagogues."

METHODS OF TEACHING HISTORY

At the present time much is being written advocating the inductive method of teaching history and the social sciences. Professor Fenton, one of the leading exponents of the inductive method, maintains that it is vitally important to teach the pupil to apply the method of the historian and to give him the tools and the skills of inquiry so that he will be able to make sound judgments in his personal life and on public policy. Professor Fenton has written:

> ...we must teach methods of interpretation if we claim to teach history. Students must learn the rules by which historians collect evidence and use it to interpret the past if they are to read or write history intelligently. They must be able to judge whether an author's conclusions are supported by the evidence he presents. They must also learn to draw their own conclusions and to present evidence on which these conclusions are based. Unless, students are taught to interpret, they are not taught history at all. Teaching the mode of inquiry of history and the social sciences lies at the heart of the new social studies.*

A number of voices have been raised to caution teachers that as yet we do not have sufficient data to substantiate that there is any one best method for the teaching of history and the social sciences. An attempt has been made in this resource unit to provide the materials and to suggest activities that will permit the employment of different methods in the teaching of history. It is our firm belief, however, that if pupils are to gain a "feel" for history and the historical method, they must be provided the opportunity to seek and study original sources, make inferences from these sources, attempt to verify their inferences, and express their findings in their own language. It is expected that students will have ample opportunity to compare their findings with more experienced authors.

---

*Edwin Fenton, Teaching the New Social Studies: An Inductive Approach (New York: Holt, Rinehart and Winston, 1966), p. 150.

INTRODUCING THE UNIT

Teachers may select one or more of the following suggestions to introduce this unit of study.

Suggestion A:

Ask students if they have ever started to watch a movie when it was about half over. Did you fully understand and appreciate the story immediately? When did the movie begin to make sense? Did you enjoy the movie as much as if you had seen it from the beginning? Then ask them to relate this situation to the study of history.

Suggestion B:

Pose these questions to the pupils. If you were writing the history of a period which had never been written before, what kinds of sources might help you reconstruct the past? What kinds of sources might remain from the past? What kinds of sources might have disappeared forever?

At this point students can be taught what primary and secondary sources are. Primary sources may be simply defined as someone who was there or something which was there. Examples would include letters, records, minutes of meetings, houses, tools, weapons, newspaper accounts, clothing, paintings, photographs, diaries. Government records are considered primary sources. Secondary sources are all sources which are not primary.

Having established what primary sources are, you might pose such questions as these. Why do historians work with primary sources? (These are the raw materials closest to the actual event.) Would all of these sources necessarily be accurate or reliable? Why, or why not? (Records may have been altered, honest mistakes made, personal bias may have influenced the views, buildings may have been remodeled, etc.)

How would you test the reliability of primary sources? If you had sources which conflicted with each other, how would you decide which was more reliable? (Try to determine the reliability of the witness, find out the point of view of the witness, compare or check primary sources against each other.)

Suggestion C:

You might have students write reports of an event, such as a school football or basketball game, which most of the class attends. Have some write from the point of view of each team, some from the point of view of the coaches, some from the point of view of someone who doesn't know anything about these games. Those who do not attend the game may be asked to report on it by interviewing someone who did. With these accounts you will have before you a relatively simple problem in identifying primary and secondary sources, and testing their accuracy, reliability, and bias. Accounts should be read aloud in the class and discussed.

Suggestion D:

Another exercise is as follows: Unbeknown to the students, the teacher should jot down at his desk all the things which have happened during a five (5) or ten (10) minute period in the classroom so that he has an accurate record for himself. He should then ask each student to write as accurate an account as possible of what happened in the classroom during that time period. Some teachers may want to arrange for some dramatic event to happen during the period. Compare written accounts. Teachers might also raise the question what objects would be considered primary source material for reconstructing what happened. What points concerning the problems of the historian did this exercise illustrate? What point about the nature of history is illustrated by this exercise?

Suggestion E:

Collect and read reports of athletic contests that appeared in the local newspaper and the newspapers of the opponents. Conflicting editorial comments on the same subject may also be used for illustrative purposes. What do these conflicting accounts or editorials suggest concerning the problems confronting the historian? Teachers can be alert for conflicting accounts of national games or events in newspapers and popular magazines.

Suggestion F:

Show one or more of the following films produced by Holt, Rinehart and Winston dealing with the work of a historian and build a class discussion around these films. All are 29 minutes long and may be rented from the Kent State Film Library at a cost of $5.25.

C 2021 - How the Historian Answers Questions

C 2018 - How the Historian Classifies Information

C 2022 - How the Historian Deals With Mind Set

C 2019 - How the Historian Proves a Hypothesis

C 2020 - How the Historian Decides What Is Fact

Suggestion G:

Place the statements by Henry Steele Commager or Arthur Schlesinger, Jr. concerning history on the chalkboard or on a transparency and ask the students to react to them. Other statements can be used to trigger discussion. For example, Carl Becker, a noted American historian, observed that every man is his own historian. In what sense are you an historian? In what sense are you not an historian?

Suggestion H:

To create a "feel" for this unit of study, arrange a field trip to the pioneer section of the Ohio Historical Center in Columbus. If it is not feasible to visit the Ohio Historical Center, arrange a field trip to a nearby museum. Remember that the success of your field trip will be enhanced if you notify museum officials in advance of the purpose of your visit.

COMMUNITY DEPTH STUDY

Some teachers may want to involve their students in a study of their community in its early history. Such a study can be used to provide students the opportunity to undergo the experiences of an historian, to bring them to grips with the raw materials of history, to feel themselves at the cutting edge of history, to develop skill in the use of primary source materials, to help them discover that history happens not only in faraway places but also locally, to enable them to acquire some sense of their own cultural roots, and to appreciate that change is an important aspect of human society.

Before a decision is made to engage in this project, the teacher may want to discuss the question of availability of source material with the local librarian, a local historian, the local historical society, and with local governmental officials. It might also be wise to explore with the local superintendent the possibility of making some funds available to permit the collection of needed data. Some schools might be willing to pay expenses for the collecting of needed data or employ teachers during the summer to collect needed primary source materials. These materials could be duplicated for student use.

Students can be involved in collecting such primary source materials as old records, diaries, letters, church records, tombstone inscriptions,[5] objects, photographs, pictures, newspaper advertisements. However, teachers should realize that they may have to assume responsibility for collecting some of the data as some of the sources may be found in places where it is difficult for students to go. Also, the age and condition of some of the materials may preclude their use by large numbers of students.

The teacher will want to utilize such community resources as local historians, local historical societies, local museums, local newspapers, chambers of commerce, business establishments, such government offices as Clerk of Courts, County Recorder, County Commissioners. The state historical center in Columbus is an invaluable resource for such a project. Many local libraries have copies of city histories, county histories, special newspaper editions, Howe's Historical Collections of Ohio, and general works that can be used in the project. In addition to public records and census reports, gazetteers are useful sources for some statistical information.

A number of activities can be centered around this project. The following suggestions might serve as examples:

---

[5] To make a tombstone rubbing, tape rice paper tightly to tombstone. Then rub the surface hard with a large oil crayon. Interesting rubbings can be displayed.

-- Students can write a profile of their community in its early history. This can be made a class project with the class divided into research and writing teams on given topics.

-- Throughout the study of a local community in its early history, comparisons quite naturally will be made between that period and our own. The "if you had been a (boy, girl, man, woman, teacher, doctor, farmer, storekeeper, etc.) in your community in its early history" technique has many possibilities for imaginative oral and written productions, monologues, playlets or skits, diary entries, letters, advertisements, role playing.

-- Conduct an oral history project. Oral history is a recorded conversation about the past by someone who participated in it. This technique is both very old and very modern. It is as old as Herodotus, the "father of history," who included in his work many stories collected on his travels, and as modern as the tape recorder, the indispensible instrument of modern oral history. For our purposes, the oral history technique may be used to get a picture of the past way of life of the local community which is as vivid and concrete as possible. No one's memories will go back to the settlement period of the community, but many people may remember a time when the community still had some of the characteristics of its early history. They may also remember stories told by their parents or grandparents which stretch back to the community's early history. Some of the people that might be interviewed include blacksmiths, businessmen, housewives who made her own bread, butter, or soap; people who remember what the village or town looked like many years ago; people who can remember transportation from the time before the automobile was in common use; people who can describe the one room school. Folklore, children's games, sayings, songs, and talk practices may also be recorded. For those teachers interested in involving students in an oral history project, the following suggestions are made. Needless to say students should be skilled in the operation of a tape recorder. The interviewer should prepare a tentative set of questions to be asked. These should be concrete and should not be leading questions, that is, questions which suggest their own answers. A preliminary interview should be conducted. The interviewer explains to the person to be interviewed why the interview is sought and how the material will be used. They go over the questions together and perhaps make some changes or add new ones. The purpose of the preliminary interview, which may be fairly brief, is to give the person to be interviewed some time to collect his thoughts for the recording interview, to suggest new questions, and to give the people concerned a chance to get acquainted. Voice readings should be taken before the interview is begun. The student should realize that the prepared set of questions does not exhaust the subject. He should listen for clues which suggest other questions. He should do as little talking as possible; let the person interviewed do the talking. The most valuable interviews are those which avoid vague generalities or theorizing. The student should attempt to get information which is as specific and concrete as possible. Students should realize that an oral history interview is different from radio or TV interviews. On radio and TV, there can be no silence. But in an oral history interview things should not be rushed. Silence while the person collects his thoughts is perfectly acceptable. After the interview, the student should write a note thanking the person interviewed for his time and cooperation. Tapes should be labeled with the subject of the interview, the names of the persons interviewed and the interviewer, the place and date of the interview, and a brief summary of the contents.

There are a number of ways that the oral interviews can be utilized. Excerpts may be played in class, transcriptions can be made from the tapes, the tapes can be preserved in the library for use by other students, discussions can be built around the problems of interviewing and of oral history.

-- Exhibits of books, pictures, models, murals, sketches, dioramas, and artifacts can be staged. Such an exhibit might be used to invite study of current counterparts of the cultural features depicted.

-- Class discussions can be built around such topics as "How do you account for the changes that have taken place in our community?"; "What are the major problems confronting a professional historian?"; "What factors must be considered in determining the reliability of data?"' "How do you explain the fact that different people can arrive at different conclusions from the same data?"

-- Students can be encouraged to form "pen pal" relationships and trade information, slides, etc., on their respective communities. Students in some instances may arrange exchange field trips to places of historical interest in their respective communities with students serving as guides.

If the time factor precludes a profile study of your community, you may focus on one specific aspect of the community such as education, religion, settlement, immigration, business.

THE ORIGINS OF THE PEOPLE WHO SETTLED OHIO

In dealing with the settlement of Ohio, it is not uncommon for texts to deal with specific settlements as Marietta or Cincinnati and to note the particular origins of the people who settled these communities. In this section we are concerned with the settlement of the whole state rather than particular communities.

Suggested Procedure:

Reproduce the data that are contained in this resource unit and any data you may have collected distribute it to your students. After they have had a chance to study the data, you might raise such questions as these.

Questions:

- What states and foreign countries contributed the largest number of settlers to Ohio? How many reasons can you give to explain this?

  Suggested Activity: Have students identify those states that contributed the largest number of settlers to Ohio on an outline map. Instruct them to keep this map for later use.

- One historian has written: "The beginnings of Ohio are but an incident in the great westward course of the American people." Would you agree with this statement? Why, or why not?

- Does the data presented support this conclusion?

  > Ohio was built out of the blendings of many colonial strains. The blood of 1776 already was mixed with non-English strains, yet early Ohio was essentially Anglo-Saxon.

- Which data do you think would permit the most valid conclusions regarding the origins of the people who settled Ohio: the census data showing the nativity of population of Ohio in 1850, or making projections from the data on the make-up of the General Assembly? Why?

- If you were writing a history of Ohio, what would you write concerning the origin of the early settlers of Ohio?

- Do you think that a professional historian would be justified in making absolute statements about the place of origin of the people who settled Ohio from the data presented? Why, or why not?

What Do You Think:

- Do you think the origins of the people who settled Ohio had any influence in shaping the political, economic, and social history of our state? Can you give examples to illustrate your answer?

- Do you think it would be easier or more difficult to find out the origins of the people living in Ohio in 1800 or 1970? Why?

Suggested Activities:

- Ask students to trace the place of birth of their parents, grandparents, great-grandparents to discover how many of them can trace their ancestry back to the early history of Ohio. Students can be asked to explain why some members of the class represent families that have been in Ohio for a great many years while some may be newcomers to Ohio.

- Have interested students attempt to discover the origins of the early settlers of their community. Atlases and county histories usually contain this information.

NATIVITY OF POPULATION OF OHIO IN 1850

Maine	3,314
New Hampshire	4,821
Vermont	14,320
Massachusetts	18,763
Rhode Island	1,959
Connecticut	22,855
New York	83,979
New Jersey	23,552
Pennsylvania	200,634
Delaware	4,715
Maryland	36,698
District of Columbia	598
Virginia	85,762
North Carolina	4,807
South Carolina	1,468
Georgia	447
Florida	17
Alabama	209
Mississippi	422
Louisiana	648
Texas	29
Arkansas	141
Tennessee	1,873
Kentucky	13,829
Ohio	1,219,432
Michigan	2,238
Indiana	7,377
Illinois	1,415
Missouri	656
Iowa	378
Wisconsin	196
California	0
Territories	24
TOTAL NATIVITY	1,757,556

In 1822, the General Assembly of Ohio had:

27 members born in Pennsylvania
18 members born in Virginia
13 members born in Connecticut
11 members born in Maryland
7 members born in New Jersey
6 members born in Massachusetts
4 members born in New York
3 members born in Vermont and New Hampshire
2 members born in Kentucky
1 member born in North and South Carolina

BIRTH-PLACES OF OHIO LEGISLATORS, 1820-1840

Year	Middle States, i.e., Pa., N.Y., N.J. and Delaware	Southern States	New England	Pa., N.J. and South	Pa. alone	Va. alone	Conn. alone
	%	%	%	%	%	%	%
1821-2	37	32	25	66	26	18	13
1823-4	48	27	21	68	28	16	10
1825-6	43	25	25	61	30	20	11
1828-9	50	20	25	61	37	13	14
1835-6	40	31	16	63	28	20	--
1839-40	40	19	9	52	28	13	8

NATIVITY OF POPULATION OF OHIO - U. S. CENSUS 1850, TABLE XV, p. 36

England	25,660
Ireland	51,662
Scotland	5,232
Wales	5,849
Germany	111,257
France	7,375
Spain	28
Portugal	7
Belgium	103
Holland	348
Turkey	1
Italy	174
Austria	29
Switzerland	3,291
Russia	84
Norway	18
Denmark	53
Sweden	55
Prussia	765
Sardinia	15
Greece	0
China	3
Asia	6
Africa	7
British America	5,880
Mexico	26
Central America	12
South America	41
West Indies	86
Sandwich Islands	1
Other Countries	544
TOTAL FOREIGN	218,512
Unknown	4,359
Aggregate	1,980,427

MOTIVES FOR COMING TO OHIO

The motives that prompted people to leave established homes and settle in frontier Ohio are many and varied.

Questions:

- What do you think were the most important motives that caused people to leave established homes and move to the Ohio frontier? What motives cause people to move today? What comparisons can you make for moving then and now?

Note to the teacher: Reproduce the following comments by Manasseh Cutler, General Rufus Putnam, Ephraim Cutler, the advertisements, and the prices paid for land in or near Cincinnati for student reading.

> I had suffered exceedingly in ye war; [Revolutionary War] and after it was over, by paper money and ye high price of articles of living. My salary small and family large, for several years I thought ye people had not done me justice, and I meditated leaving them. Purchasing lands in a new country appeared to be ye only thing I could do to secure a living to myself and family in that unsettled state of affairs. -- Manasseh Cutler

Extract from a letter from General Rufus Putnam to General Washington. Rutland, April the 5th, 1784.

> Dear Sir:
>
> The settlement of the Ohio country, Sir, engrosses many of my thoughts; and much of my time, since I left camp, has been employed in informing myself and others with respect to the nature, situation and circumstances of that country and the probability of removing ourselves there, and if I am to form an opinion on what I have seen and heard of this subject there are thousands in this quarter will emigrate to that country as soon as the honorable Congress makes provision for granting land there, and location and settlement can be made with safety, unless such provision is too long delayed, I mean till (a) majority turn their views another way, which is the case with many more.

> You are sensible of the necessity as well as the propriety of both officers and soldiers fixing themselves in business somewhere as soon as possible, as many of them are unable to lie longer on their oars waiting the decision of Congress on our petition, and therefore must unavoidably fix themselves in some other quarter, which when done, the idea of removing to the Ohio country will probably be at an end with respect to most of them.

Remarks of Senator William Woodbridge concerning the early settlers of Marietta:

> The colony consisted almost entirely of a remnant of the armies of the Revolution--of officers and soldiers, who, at the close of that seven years' term ..... found themselves let loose upon the world with their private fortunes, in general ruined, estranged almost from their own early homes, and with occupations gone. ..... and such of their pay as they may have been enabled to preserve, being old continental certificates, had become almost worthless ..... They had warrants which entitled them to public lands; many of them had continental certificates and other evidences of claim, which would go far to enable them to make their purchase.

> When I resided in Ames township, with a view to encourage settlers to come into that part of the country, I bought on credit a considerable amount of land from proprietors in New England, which I sold to settlers on credit, trusting them until they could raise wheat or cattle, usually the latter, to pay me for their farms... Eventually, many poor families were placed in very flourishing circumstances, who had nothing with which to buy land, nor a dollar to spare for years after they made the purchase of me. I thus aided some two hundred families to acquire homes.[6]

---

[6] Julia Perkins Cutler, Life and Times of Ephraim Cutler, pp. 89-90.

The Kentucky Gazette, September 6, 1788, Lexington, Kentucky:

> The in-lots [are] to be each half an acre; the outlots four acres, thirty of each to be given to settlers upon paying one dollar and a half for the survey and deed of each lot .... When the town is laid off, lots will be given to such as may become residents before the first of April next.[7]

Excerpts from letter written by Symmes to Jonathan Dayton:

> forty-eight lots of one acre each was accordingly laid off, every other one of which I proposed to give away.

> They almost laugh me full in the face when I ask them one dollar per acre for first-rate land, and tell me they will soon have as good for thirty cents.

"Prospectus for an Establishment on the Rivers Ohio and Scioto":

> A climate wholesome and delightful, frost even in winter almost entirely unknown, and a river called, by way of eminence, *The Beautiful*, and abounding in excellent fish of a vast size. Noble forests, consisting of trees that spontaneously produce sugar (the sugar maple) and a plant that yields ready-made candles (myrica cerifera). Venison in plenty, the pursuit of which is uninterrupted by wolves, foxes, lions or tigers. A couple of swine will multiply themselves a hundred fold in two or three years without taking care of them. No taxes to pay, no military services to be performed.

---

[7] In-lots were small lots located within the town limits where the settler was expected to build his house. Outlots were those beyond the town limits on which crops were raised.

"Encouragement"

Will be given to the first ten families who will go and form a station on a township of land lying, with a front of several miles, upon the eastern bank of Mad Rivar: The station to be formed at or near the eastern line of the township. -- G. Turner[8]

---

[8] The Centinel of the North-Western Territory, Cincinnati, September 12, 1795.

Prices Paid for Land in or Near Cincinnati in 1795

	Price
Lot 51, 100x200 feet, Lots 56 and 57, 200x300, and outlots 16, 17, and 18 by Robert Benham	one old musket estimated value c. $10.00
One lot 50x200 feet by Joseph Hahn	an axe worth c. $1.00
Outlots 54, 58, and 59 by Samuel Dick	a cow
Lot 108 (100 feet front) by Thomas Doyle	a pair of moccasins valued at $2
Outlots 32 and 39 and in-lots 85 and 109	second-hand great coat valued at $8
Lots 83 and 84	$3.00
Seventy-eight acres	19 pounds, 10 shillings
Lot 54	nine cattle valued at $2 each

Questions:

- What seems to be the major reason for people migrating to Ohio? (Teachers might note that land in the New England states was selling for twenty to fifty dollars an acre.)

- Why do you think land owners were willing to give land away, to give liberal credit terms, or sell land so cheaply to attract settlers?

The items that you have read emphasizes the economic motives that prompted people to come to Ohio.

- Can you discover any evidence to show that political, religious, and governmental policies also motivated some people to settle in Ohio?

  Note to the teacher: If time doesn't permit students to explore these motives for migration to Ohio, the teacher could give a brief explanation of the role these factors played in causing people to come to Ohio. Short student reports on these topics might be assigned.

- Do you think the motives that prompted people to come to frontier Ohio would be basically the same as those which caused people to settle other frontier areas? Can you cite any evidence to support your answer?

- Daniel Drake wrote in 1815: "the principal inducements to immigration to this state (Ohio) are, the fertility of its soil; the low prices of lands, and entire security of titles; the high price of labor, and the exclusion of slavery." Do you agree with Dr. Drake's analysis?

- What comparisons can you make between the motives that caused the Delaware Indians to move and those which prompted the white settlers to move?

Suggested Activities:

- Some students might hold the opinion that it was an easy and natural thing for families to pick up and go west to the Ohio country. To bring home to the students that moving to the Ohio country was a complicated matter and the decision to leave their established homes was seldom an easy one to make, ask your students to imagine that they are seated before a log fire in their humble home located on a rocky, unproductive New England farm. Father opens some newspapers and reads the advertisements concerning the availability of fertile and cheap land in the Ohio country. At this point the teacher asks, "What do you suppose the family will do?" In all probability, some students will answer by saying, "They will move to Ohio." The teacher might then suggest they try acting out the story, with different people in the class playing the roles of various members of the family. Each volunteer is given one of these descriptions on a 3 x 5 card:

> Grandfather: You are old, very tired. You have lived in this vicinity all your life. You have raised your family here. Your old friends are here. Your wife died and is buried here. It is the dearest place in the world to you and you want to spend the remaining years here.....
>
> Father: The farm is failing; in another year you will have to sell it and try to get some kind of a job. You dream constantly of owning a large fertile farm that will provide a good living for your family.....
>
> Mother: You know the farm is not doing well. You are concerned and think that the family should probably move to Ohio where the land is cheap and fertile. However, you are not sure that the promises and descriptions in the advertisements are really true. You are doubtful - you want proof... You are concerned about the dangers and hardships of frontier living.
>
> Eldest son: Adventure and excitement are important in your life. You are ambitious and anxious to succeed.....
>
> Eldest daughter: You are very much in love with a boy on the next farm. You hope to marry him in a few years. You do not want to go.....
>
> Thirteen year old girl: You are a sickly girl who can't bear traveling, roughing it. You love security, quiet, books, and the comfort of home...

- Following the dramatization and discussion of the hypothetical situation described above, the teacher might read sections of Hamlin Garland's A Son of the Middle Border. This is an authentic and exciting account of a real family's decision to move west.[9]

---

[9] Henry Steele Commager, The Nature and Study of History (Columbus: Charles E. Merrill Books, Inc., 1965), pp. 111-113.

EARLY ROUTES TO OHIO

From the evidence that has been presented, you have noted that the early settlers of Ohio came primarily from Pennsylvania, the south and the New England states.

Questions:

- What routes did the early settlers follow in coming to Ohio?

  Suggested Activity: Ask the students to study carefully a physical map of the United States. Then have them trace in pencil, on the outline map where they identified the states that contributed the largest number of settlers to Ohio, the routes they think these people followed in getting to Ohio. After several students have explained why they chose their routes, ask the class to trace in ink or crayon the following routes:

  Forbes' Road, later known as the Pennsylvania State Road
  Braddock's or the Cumberland Road
  Wilderness Road
  Lake Trail

  Note to the teacher: These routes are treated in Beverley Bond's The Foundations of Ohio, pp. 278-9.

  Some teachers may want to have their students hypothesize and verify the routes followed by the early settlers of their communities.

- What methods of transportation did the early settlers use in coming to the Ohio country?

- What were the advantages and disadvantages of water transportation? Land transportation?

- What dangers and problems did the early settler face in coming to Ohio?

- How would a family move from Pennsylvania or Massachusetts to Ohio today? How do you explain the differences in moving in 1800 and now?

Suggested Activity: Have the students keep an imaginary diary of their trip to Ohio. In this diary they might note their feelings as they travel towards Ohio, the scenes they encountered, people they met, the dangers they experienced, the hardships and frustrations they endured. To help students gain a realistic feel of such a trip, the teacher may want to give them a copy of the following statements taken from the journal of Margaret Van Horn Dwight's A Journey to Ohio in 1810.

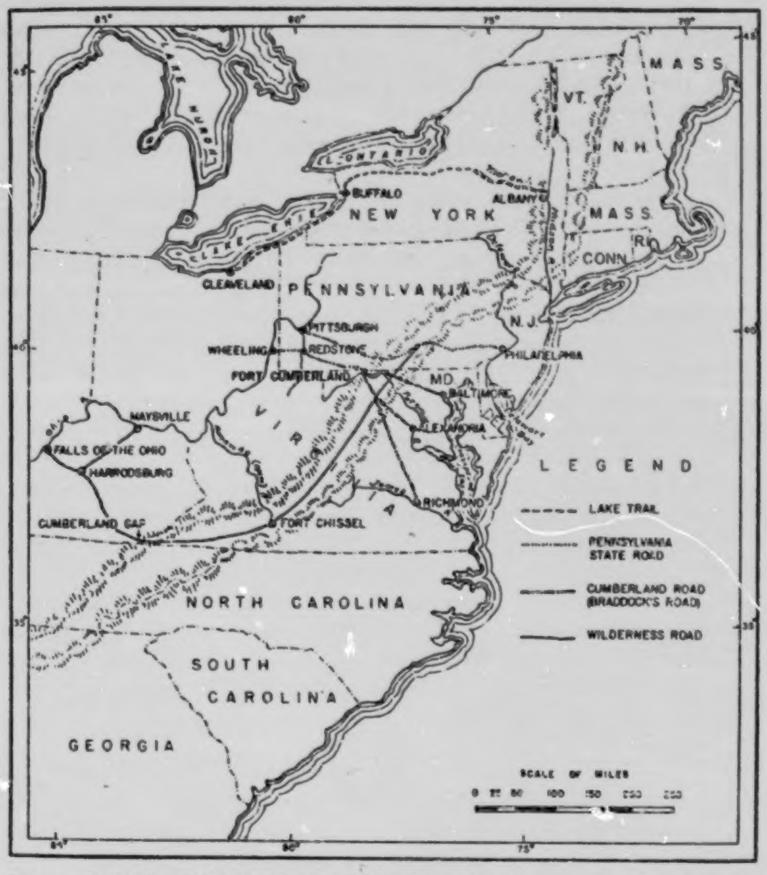
> We were oblig'd all to sleep in one room and in dirty sheets...our bed to sleep on was straw, and then a feather bed for covering--the pillows contained a single handful of feathers.
>
> We yesterday travell'd the worst road you can imagine.. so rocky and so gullied ... we suffer'd with cold excessively ...
> ...We took a wrong road, owing to the neglect of those whose duty it is to erect guide boards...
>
> We have come over 2 mountains today--I have walked about 8 miles today ... I am so tir'd I can neither think or write...
>
> One misfortune follows another, and I fear we shall never reach our Journey's end--yesterday we came about 3 miles--after coming down an awful hill, we were oblig'd to cross a creek; ...the horses got mired, and we expected every moment one of them would die.
>
> ...The horses are really tired out and out, and every day by the time we get 4 miles they will stop and it is extremely difficult to get them on at all--but it is so expensive hiring a horse to go on, that as long as the waggon alone, can be drawn 3 or 4 miles a day, it will not be done.[10]

Invite students to help you locate pictures of the various types of boats used on the Ohio River (flatboats, keel boats, pirogues, broad horns) and pictures portraying pioneer families moving by land. These pictures can be displayed to help students sense the hardships experienced by the pioneers and to appreciate the changes that have been made in transportation. With the help of talented students or the audio-visual director, slides can be made from these pictures for a slide library.

---

[10] Max Farrand (ed.), A Journey to Ohio in 1810. Taken from the journal of Margaret Van Horn Dwight, Yale University Press.

THE SPREAD OF SETTLEMENT



LAKE HURON
L. ONTARIO
LAKE ERIE
MASS
VT.
N.H.
MASS.
CONN.
R.I.
NEW YORK
ALBANY
BUFFALO
CLEVELAND
PENNSYLVANIA
N.J.
PITTSBURGH
REDSTONE
WHEELING
FORT CUMBERLAND
PHILADELPHIA
MD
BALTIMORE
ALEXANDRIA
MAYSVILLE
FALLS OF THE OHIO
HARRODSBURG
CUMBERLAND GAP
FORT CHISSEL
VIRGINIA
RICHMOND
NORTH CAROLINA
SOUTH CAROLINA
GEORGIA
LEGEND
LAKE TRAIL
PENNSYLVANIA STATE ROAD
CUMBERLAND ROAD (BRADDOCK'S ROAD)
WILDERNESS ROAD
SCALE OF MILES
0 25 50 100 150 200 250
85°
80°
75°
70°
45
40
35

MAP 20. IMPORTANT ROUTES FROM THE ATLANTIC COAST TO THE OHIO COUNTRY

Based upon the map in Thomas Speed, *The Wilderness Road*, in Filson Club, *Publications* (Louisville, Ky.), vol. II (1886), frontispiece.

The winter before we started everybody that had been over the mountains was invited to call and tell us of the country. The journey from Virginia to Ohio is quite clear in my memory. At that day the roads over the Alleghanies were in a very rough condition, though the National or Cumberland road was partly made. For emigrants and the transportation of freight there was no mode of conveyance but the large "road wagons" usually drawn by five or six horses, and carrying sixty or seventy hundred weight. There were several routes by which these wagons approached the mountains, but after passing Cumberland they followed the one road, known as Braddock's trail, which struck the Monongahela river at Brownsville, or Red Stone Fort, passing down the Laurel Hill, near Uniontown, then called Beesonstown.

The waggoners usually travelled in groups for company and to assist one another by doubling teams on the steep hills, and to help in case of accidents. I remember that there were three wagons in our company. Father had engaged Thomas Birchard to take what household stuff he designed to move--chiefly clothing, bedding, books, and the various smaller articles, including cooking utensils--to Brownsville, for a given price per hundred; my impression is that it was between three and four dollars a cwt (112 lbs.). The freight included my mother and the children, who were duly weighed before starting. Father had bought a pony mare, which he was to ride.

I very well recollect how my mother and we children sat upon the top of the load, just under the canvas covering of the wagon ..... As the wagons went very slowly, we mostly walked where the roads were rough, and especially down hill, where there was the greatest danger of upsetting.

.... As the Monongahela was in good boating stage, we took passage on a flat-boat for Pittsburgh, which was a delightful change in our mode of travel. [At Pittsburgh] we embarked upon a keel-boat to proceed down the Ohio on our voyage--which was to terminate at Warrenton, a point fourteen miles below Steubenville. [It took] three days to make the eighty-five miles from Pittsburgh.

The proprietor of these boats having ... considered the many inconveniences and dangers incident to ... navigating the Ohio..... has taken great pains to render the accommodations on board the boats as agreeable and convenient as they could possibly be made.

No danger need be apprehended from the enemy, as every person on board will be under cover, made proof against rifle or musket balls, and convenient port holes for firing out of. Each of the boats are armed with six pieces carrying a pound ball; also a number of good muskets and amply suppled with ammunition, strongly manned with choice hands, and the master of approved knowledge.

* * *

On the 18th of July (1802) in the morning we purchased a canoe, twenty-four feet long, eighteen inches wide, and about as many in depth. These canoes are always made with a single trunk of a tree; the pine and tulip tree are preferred for that purpose, the wood being very soft. These canoes are too narrow to use well with oars, and in shallow water are generally forced along either with a paddle or a staff. Being obliged at times to shorten our journey by leaving the banks of the river, where one is under shade, to get into the current, or to pass from one point to another, and be exposed to the heat of a scorching sun, we covered our canoe a quarter of its length with a piece of cloth thrown upon two hoops....We were obliged to defer our departure till the afternoon, to wait for provisions which we might have wanted by the way; as the inhabitants who live in differ parts upon the banks of the river are badly supplied.

Although we had made no more than twelve miles we were exceedingly fatigued, not so much by continually paddling as by remaining constantly seated with our legs extended. Our canoe being very narrow at the bottom, obliged us to keep that position; the least motion would have exposed us to being overset.

However, in the course of a few days custom made these inconveniencies disappear, and we attained the art of travelling comfortably.

We took three days and a half in going to Marietta, about a hundred miles from Wheeling.[11]

* * *

On the 21st of July (1802) we set out from Marietta for Gallipoli, which is a distance of about a hundred miles. We reached there after having been four days on the water.

On the day of our departure we joined, in the evening, a Kentucky boat, destined for Cincinnati. This boat about forty feet long and fifteen broad, was loaded with bar iron and brass pots. There was also an emigrant family in it, consisting of the father, mother, and seven children, with all their furniture and implements of husbandry.......

We were on the point of leaving them about two in the morning, when the boat ran aground. Under these circumstances we could not desert our hosts, who had entertained us with their best, and who had made us partake of a wild turkey which they had shot. We got into the water with the boatman, and by the help of large sticks that we made use of as oars succeeded in pushing the vessel afloat, after two hours' painful effort.

---

[11] F. A. Michaux, "Travels to the West of the Alleghany Mountains (1805)." Thwaites, Early Western Travels, Volume III, pp. 172-3.

Special note: All of Thwaites works have recently been reprinted by the AMS Press, 56 East 13th, New York, New York 10003, $20 per volume.

THE FACE OF THE LAND

Questions:

- Did the geography of Ohio influence its settlement pattern? If so, in what ways? Is this still true today? Why, or why not?

Suggested Activities:

- Have students locate on an outline map of Ohio such early settlements as Marietta, Cincinnati, Zanesville, Cleveland, Steubenville, Chillicothe, etc. Then ask them to explain what factors influenced the location of these settlements.

- Give students a description of Ohio at this time in map and written form. Ask them to indicate where they would have settled and explain why. Ask the students to explain the geographic advantages and disadvantages of Ohio then and now.

- Have students make a population density map of Ohio then and now. Then ask them to explain why some areas are densely populated while others are not. They could also be asked to make hypotheses about the future population growth of Ohio.

Questions:

- What ideas are suggested to you by the cartoon "Old Daddy Ohio River" by William Ireland? What would you add to this cartoon to illustrate the importance of the Ohio River for us today?

- How did the physical environment of Ohio help the pioneer meet his basic needs for food, clothing, and shelter? What aspects of his physical environment posed problems for the Ohio pioneer?

- Did the geography of Ohio influence the lifeway of the pioneer in the same way that it influences our lifeway? How do you explain this?

- What does the following generalization mean? Do you agree with this statement? Why, or why not? Was this true of the frontier period? Why, or why not? Is it true today? Why, or why not? What examples can you give to illustrate the meaning of this statement by comparing the frontier period with Ohio today?

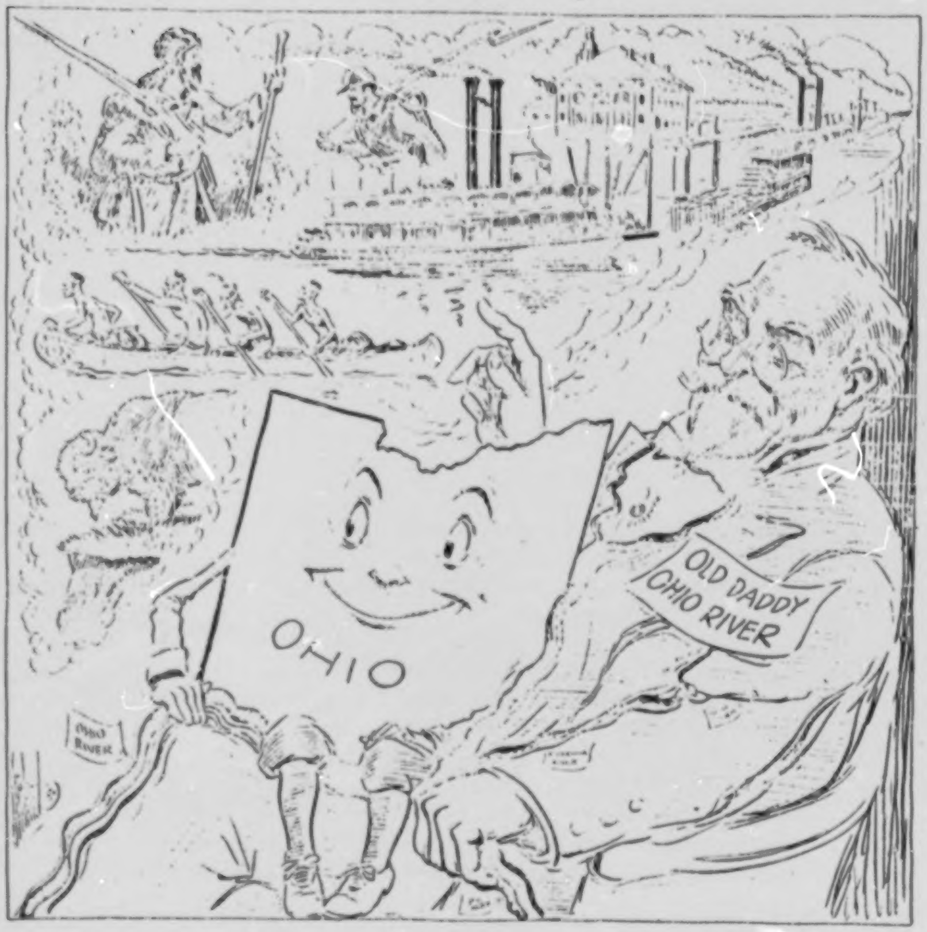
In each era of history the inhabitants of any land have appraised it through their own culture filter and have transformed their surroundings to fit their needs.

- Do you think the pioneer found it more difficult to adjust to his new physical environment or to his new cultural environment? Why?

Suggested Activity: The teacher might ask his students to write a composition describing the scenes and the feelings that a person of their age might have experienced upon arriving at the site of their new home in frontier Ohio. They might compare the view and feelings of the children with the view and feelings of their parents.

ECONOMIC GEOGRAPHY OF OHIO

We've sat on his lap and listened to his stories all our life.



William Ireland

A German surgeon, Johann D. Shopf, left the following description of the Ohio country just after the close of the Revolutionary War:

> On various journeys beyond the Allegheny we had the opportunity to observe the excellence and the abundant productiveness of the soil in its original undisturbed state.....In the forests were beeches, chestnuts, sassafras, tulip trees, wild cherry trees, red maples, sugar maples, black walnuts, several species of hickory, different kinds of oak, sweet gum, and other trees known on the coast.....The forests are mostly quite free of underbrush, which is good for the hunter and traveller alike. Among the rarer trees are the papaws.....their smooth egg-shaped fruit is not unpleasant when it is over-ripe, though not to everyone's taste......
>
> The sugar maple is constantly used by the inhabitants of this region.....Besides the common and well-known varieties of the wild American grape, there is on the high and sandy banks of the Ohio a particular species with a low and bushy stock, bearing a small round, black, sweet grape.....In the forest are many wild bees, and on warm still evenings one may plainly perceive the pleasant odor of honey, which hunters are in the habit of gathering.....
>
> The surrounding wooded hills are inhabited by bears, wolves, lynxes, wildcats, raccoons, opossums, and deer.....The number of gray and black squirrels to be seen was almost incredible....Beaver are met here and there, also otter, mink, and ground hogs.

* * *

> In the winter of 1792, Hamilton Kerr and Peter Nighswonger killed six or seven buffaloes on Duck Creek. Judge Gilman thought them better than any beef he had ever eaten.
>
> In the fall of 1790, turkeys [were] in such countless numbers, that the inhabitants were obliged to gather their corn before it was fully ripe to save it from their ravages; and to cover their stacks of grain with brush. They were caught in pens, killed with clubs and dogs by the boys, until a turkey would not sell for six cents. They were very fat; and full grown ones weighed from sixteen to thirty pounds.

In the winter of 1792-3, Kerr and Nighswonger went from Marietta....ten miles....and killed that day forty-five deer, and hung them up; ..... the next day went out with horses from Fort Harmer, and brought them all in.

Bears and panthers were common in the hills. They were fond of hogs and pigs.

Wolves were the most annoying and destructive; sometimes pursuing men who were unarmed, and forcing them to take shelter in a tree, to avoid their attack.

The early settlers, to preserve their hogs, were obliged to build pens so high that the wolves could not jump or climb over them.

The wolf, for thirty years, was a great hinderance to the raising of sheep, and for a long period the state paid a bounty of four dollars on their scalps.

The streams were plentifully stored with fish. To the early settlers on the Ohio and Muskingum, the fish of these waters furnished no small part of their animal food, especially in the spring and autumn. In the spring they were taken on hooks, but in September and October, when the water was low and clear, they were taken by torch light with the fish spear or gig. A large torch of pine splinters was used to attract the fish. The black cat, pike, yellow cat, white perch, salmon, spotted perch, sturgeon, and buffalo were all fine fish.

Temperature readings for Cincinnati, 1806-1813.[12]

	Lowest	Highest	Range
1806,	9°	94	85°
1807,	11° below zero,	95	106°
1808,	4° below zero,	98	102°
1809,	2° below zero,	94	96°
1810,	7° below zero,	91	98°
1811,	8° below zero,	96	104°
1812,	5° below zero,	96	101°
1813,	10° below zero,	97	107°

---

[12] James Flint, "Letters From America." Thwaites, Early Western Travels, IX, p. 242.

Letter:

Worthington Nov: 10th 1815

My dear Parents and Brother Samuel.

..... Beef and pork are cheap: wood for nothing, wheat .75 and $1 a bushel, corn 25 cents. Of course it is bad for farmers for besides what they use themselves (and they can always have enough for that purpose) -- the rest is of but little use. For while corn is sold for .25 cents a bushel, and tea and coffee are extravagantly high it is hard for the farmers to get along.

Those who come here from the Atlantic make a thousand dear sacrifices and subject themselves to years of severe hardships. Many live a life of sorrow, longing for their native country. Others better their circumstances in time. Many are woefully drained but can't get back. Such a remove should not be made in haste by a person who has anything to lose; it is generally better to come and view first.

ately your son and brother
Appleton (Downer)

THE CHARACTER OF THE PEOPLE WHO SETTLED FRONTIER OHIO

Some writers have portrayed the Ohio pioneer as being of superior stock, endowed with qualities that evoke our admiration. Other writers have pictured the pioneer in a less favorable light.

Questions:

- What kind of people do you think would be attracted to the Ohio frontier?

Note to the teacher: Reproduce the following views concerning the Ohio pioneer for student reading:

Comments of President Dwight of Yale College:

> The class of pioneers cannot live in regular society. They are too idle, too talkative, too passionate, too prodigal, and too shiftless to acquire either property or character. They are impatient of the restraints of law, religion, and morality, and grumble about the taxes by which the Rulers, Ministers, and schoolmasters are supported ..... After exposing the injustice of the community in neglecting to invest persons of such superior merit in public offices, in many an eloquent harangue uttered by many a kitchen fire, in every blacksmith shop, in every corner of the streets, and finding all their efforts vain, they become at length discouraged, and under the pressure of poverty, the fear of the gaol, and consciousness of public contempt, leave their native places and betake themselves to the wilderness.

* * *

> Ever patient, ever industrious, frugal and provident, with a love of learning and a reverence for religion, alert to virtue and quick to resist oppression and wrong. Such were the husbandmen that wrought the wilderness of Ohio into a garden.[13]

---

[13] Randall and Ryan, History of Ohio, Volume 3, p. 9.

> They were the men of nerve, of intellect, and strength of purpose ... nor were they ignorant or uncultured in the rudiments of fair education.

Father Pieree Gibault gave this description of frontier people:

> There is no distinction from the greatest to the least except that by force ...... Everybody is in poverty, which engenders theft .... Wantoness and drunkeness pass here as elegance and amusements quite in style. Breaking of limbs, murder.. are common, and pistols and guns are but toys in this region.

Winthrop Sargent, acting governor of the Northwest Territory in the continued absence of Governor Arthur St. Clair wrote of the people:

> The people Generally are made up from that clan of men who have escaped to the Frontier as to a place where independent of every civil obligation they might range uncontrouled--Licentiousness in their characteristic and the magistrates who shall dare to enforce the Laws which are adopted will of course become the object of their highest Displeasure.

George Washington said of the people who settled Marietta:

> No colony in America was ever settled under such favorable auspices as that which was first commenced at the Muskingum. Information, property and strength, will be its characteristics. I know many of the settlers personally, and there never were men better calculated to promote the welfare of such a community.

* * *

> I had often heard a degrading character of the Back settlers; and had now an opportunity of seeing it exhibited. The abundance of wild game allures them to be huntsmen. They not only find sport in this pursuit, but supply of provisions, together with considerable profit from the peltry. They neglect, of course, the cultivation of the land. They acquire rough and savage manners. Sloth and independence are

> prominent traits in their character; to indulge the former is their principal enjoyment, and to protect the later their chief ambition.[14]

* * *

> Here are multitudes of persons who have no accurate notions of decorous behaviour. This, no doubt, may arise partly from their ideas of the equality of men, without making due allowances for morals, manners, intellect, and education. Accustomed to mix with a diversity of company at taverns, elections, and other places of public resort, they do not well brook to be excluded from private conversation, on such occasions, they exclaim, "*This is a free country*" or a "*land of liberty*," adding a profane oath.[15]

Comment of Francis Bailey, English Scholar, regarding the settlement of Waynesville on the Little Miami River in 1797:

> These men are tempted to come and settle amongst you from the inducements you hold out to them; for the first settlers generally have their land given them on condition that they will cultivate it; and they are a race which delight to live on the frontiers, where they can enjoy undisturbed, and free from the control of any laws, the blessings which nature has bestowed upon them. As soon therefore as plantations begin to multiply around them and an increase of inhabitants begin to deprive them of these blessings, they sell their little possession, and with the money arising from it they stock themselves with clothes and other necessaries, and move off to cultivate some other part.

---

[14] "Harris's Journal." Thwaites, *Early Western Travels*, Volume III, p. 358. Harris travelled in Ohio during the spring and summer of 1803.

[15] James Flint. "Letters From America." Thwaites, *Early Western Travels*, Volume IX, p. 168.

This comment is by the French traveler Michaux made in 1803:

> More than half of those who inhabit the borders of the Ohio are again the first inhabitants, or as they are called in the United States, the first settlers, a kind of men who cannot settle upon the soil that they have cleared, and who under pretence of finding a better land, a more wholesome country, a better abundance of game, push forward; incline perpetually towards the most distant points of the American population, and go settle in the neighborhood of the savage nations, whom they have even in their own country ..... Such were the first inhabitants of Kentucky and Tennesea ... It will be the same with most of those who inhabit the borders of the Ohio.

Letter:

> Sir
>
> We are fully convinced by the late Proclamation of Congress that we have behaved Disorderly in setling here without waiting the Resolution and Determination of government when we received orders Last spring to move off we flatered our Selves we would get Liberty to stay by Reporting our Case in a petition to Congress but find it is Deni,d, unfortunately for us we stay,d and planted, and if we cannot get Liberty to stay and gather our Crops, it will Totaly Ruin us, for we have nothing to buy with, it is the Last Indulgence we ask for we are willing to Comply with Every Ordinance of government in our power and shall prepare to move As Quick as possible to settle Else Where. We do not pretend Claim Right or title to Land till we obtain it in a Constitutional manner neither have we any Desire or Design to oppose government in any Respect as now Establish,d it was our Choice with our fellow citizens for which we fought and Suffer,d in the Late great Conflict for Liberty, and which we are Jealously Determin,d to Defend to the Last, notwithstanding the false and malicious ________ Representations have been of us to our Superiors ________ we honestly say before you our present state and Condition and Leave you to Judge whether it Deserves pity _____ the federal authority is

sufficient to Rule us, we acknowledge submision and Obedience and shall wait your future commands ______

from your very humble servants

Signed in behalf of the Inhabitants on the western side of Ohio

William Hoagland
John Nixon

Reply to letter:

On Consequence of a Letter from General Clark, and of the honorable the Commisioners for Indian Affairs, and a Representation from William Hoagland and John Nixon signed in behalf of the inhabitants on the western side of the Ohio River, purporting that the settlers there are well convinced by the late proclamation of Congress that they have been guilty of disorderly conduct, and praying for liberty to stay and gather their crops, as they are poor people, I am induced to grant this last indulgence that they may stay and gather their crops. After which if they presume to remain, the Ordinances of Congress will be carried into the most vigorous execution __________

Given at Fort McIntosh
this sixth Day of
September 1785

Signed

Jos. Harmer - Lt
Col. Com. of the
troops in the Service
of ___ United States

Questions:

- How did your descriptions of the Ohio pioneer compare with the descriptions given by those who knew them or associated with them?
- What suggestions can you give to explain the different opinions that were expressed concerning the people who settled Ohio?
- What factors must be weighed when examining such evidence as the statements concerning the Ohio pioneer?
- Do you think you can make any valid generalizations about the nature of the Ohio pioneer? Why, or why not?

- What were some of the important values held by the Ohio pioneer? Are these values important to us today? Why, or why not?

Suggested Activities:

- The teacher may prefer to have their students write a short essay describing the character of the Ohio pioneer based on the given materials. He might ask students who have emphasized contrasting traits to read their essays before the class and build a discussion on why these students emphasized these particular traits. Specific questions such as these might be raised:

  How does a person's social background, prejudice, experiences affect his frame of reference?

  Do you think previous ideas concerning the character of pioneer people influenced the way you read or interpreted this material?

  Is it possible to avoid the problem of selective vision? Why, or why not? Can you suggest ways that one might avoid some of the problems of selective vision?

- Reproduce this excerpted statement from Dale Van Every, Ark of Empire: The American Frontier:

  > More representative of the average frontiersman were the adventures of Lewis Wetzel. He evidenced no interest in the improvement of his own material prospects....his one devouring ambition was to kill Indians. He might not appear outside his environment an altogether admirable figure, but any attempt to assess the behavior standards of his time must take into account the inescapable fact that he was considered by his neighbors and contemporaries an outstanding public servant.

  After students have read this statement, such questions as these might be raised:

  Where do people get their values?

  Should people's values be the same from time to time and place to place? Why, or why not?

  What factors must be considered when you pass judgment on the values of people who lived in another period of history?

  Have your values remained constant? Explain.

THE CLEARING

Questions:

- In creating the clearing from the forest, what methods did the pioneer use to clear the land? Who did this work? What tools were used?

- Did the clearing of the land frequently involve the help of others? How did the pioneer pay for this outside help? Did money play an important role in clearing the land? Why, or why not?

- What comparisons can you make of the ways used by the early settlers to clear the land and the methods we would use to clear the land? How do you explain the differences?

- How did pioneer families manage to survive between the time they arrived in the Ohio country and the time they built their shelters, cleared the land, and harvested their first crops?

- To what extent could the frontiersman rely on other people for help? Was the frontiersman self-sufficient?

- In what ways did the Ohio pioneer's view of his environment resemble that of the Delaware Indian? In what important ways did his view differ from that of the Delaware Indian?

- Why might the steady sound of the axe day after day, the lowing of the cattle, and all the sounds of civilization echoing along the banks of the rivers be more alarming to the Indians than the restless march of a victorious army?

Suggested Activity:

- Invite students to seek out pictures showing the pioneer clearing the land. Display these pictures and invite student comment on the involvement of the total family in this work, the desirability of large families in the frontier period, the contrasting views of how the pioneer regarded forests and how we regard them, and some of the adverse results that came about through destroying great numbers of trees.

THE PIONEER'S CABIN

Questions:

- What type of house did the pioneer build? Why did he build this type of house? Who did the construction? Was house building an individual or a cooperative activity? What materials were used in the building of the cabin? Where were these materials obtained? Were any of the materials bought? What tools were used in the construction of the cabin? How does house building today compare with house building in frontier Ohio? How do you explain the difference?
- Was the interior of the cabin divided to provide space for cooking, eating, sleeping, and other household activities? How does the use of space in your house or apartment differ from that of the pioneer's log cabin?
- What activities were carried on within the pioneer's cabin that are not commonly carried on within our homes today?
- How was the interior of the cabin lighted? What conveniences did the pioneer's house lack which we consider essential today?
- Because of housing and living conditions, do you think of the pioneer as being poor? Do you think the pioneers thought of themselves as being poor? What terms might we use today to describe living conditions common to frontier Ohio? Do you think these terms were widely used in frontier Ohio?
- Based on the previous questions, do you think that the use of space is one way people define luxuries and necessities?
- How did the pioneer pay those who helped him build his cabin? What is meant by this statement: "On the frontier, work was the circulating currency for work."
- How did the practice of exchanging work for work affect the attitudes, the values, the customs, the social life of the pioneer? Do you think our practice of paying money for services and labor affects our attitudes, values, and customs?
- In the period from 1800 to 1820, what changes took place in housing in frontier Ohio? How do you explain these changes?

- What convenience do you have today in your house would you miss the most if you had to go back to living like the pioneers had to live?

- In what respects did the house of a pioneer family differ from the house of a Delaware Indian family?

Suggested Activities:

- Display pictures found in the *World Book Encyclopedia* showing a half-camp, log cabin, splitting logs, building a cabin, grinding corn, the interior of a frontier home, molding rifle bullets, making candles, a spinning wheel, etc.

- Students could be invited to discuss the pioneer living conditions, artifacts, self-sufficiency, cooperation, and make comparisons with their own lifeway.

  Note to the teacher: If you have talented students (or you might work out a deal with an art teacher), you might have them make a series of transparencies showing important aspects of pioneer life. These illustrations could be used to teach such concepts as division of labor, specialization, self-sufficiency, interdependence, etc.

- The words "pioneer" and "log cabin" are closely associated in our minds. Ask students to find out whether all Ohio pioneers lived in log cabins. If they can produce evidence to show that all Ohio pioneers did not live in log cabins, ask them to explain why we tend to associate the pioneer with log cabins.

John Cloves Symmes gave this description of his first home in the Ohio country:

> The cabin was built by setting two forks of saplings in the ground, a ridge-pole across, and leaning boat boards which I had brought from Limestone, one end on the ground, and the other against the ridge pole; enclosing one end of the camp, and leaving the other open to weather for a door where our fire was made, to fence against the cold which was now very intense. (Symmes and his family lived six weeks in this hut.)

Building a log cabin in Ohio:

> An ax, a saw, an auger, and the hammer usually constituted all the mechanical tools with which the rude architect was to rear and construct the house..... After a few days spent in an improvised shanty, or

perhaps the interior of the covered wagon, the pioneer sets himself seriously to work in the construction of his log cabin. Having selected his spot, the tall, straight young trees of the forest are to be felled, measured, cut, and hauled by horses or oxen to the place; at the same time properly distributed to form the several prospective sides of the proposed structure. The "skids" are provided upon which to run up the logs. The clapboards, rived from the cleanest white oak blocks, rough and unshaved, are made ready for the roof, whiskey, then about twenty-five cents per gallon, is laid in, and due notice given to such neighbors as can be readied, of the day appointed for the "raising."

When the time comes, and the forces collect together, a captain is appointed, and the men divided into proper sections, and assigned to their several duties. Four men most skillful in the use of the axe, are severally assigned to each corner; these are the "corner men", whose duty it is to "notch" and "saddle"--as it were, like a dovetail--the timbers at their connection, and preserve the plumb, "carrying up the respective corners." Then there are the "end men", who, with strong arms, and the aid of pikes, force the logs up the "sheds" and deliver them to the corner men. In this way the building rises with wonderful rapidity, the beamers for the roof logs are adjusted; the broad clapboards laid with skill, the "weight poles" placed upon the successive courses, and the shell of the cabin is completed. The frolic is ended and a good supper crowns the day's work. Then follows the puncheon floor, made of heavy planks split from timber and dressed on one side with an axe; the big log fire-place; the beaten clay hearth; the stick and clay chimney, the clinking and daubing, the paper windows, and the door with wooden latch and hinges. The ordinary house was eighteen by twenty feet......

* * *

The room with the ample fire-place was the "living room." This was the place for the cooking, baking and eating, as well as the "family hearth", around whose blazing fire the family sat of winter evenings, and read, ate apples, drank cider, cracked nuts and jokes, told stories, and enjoyed life.

* * *

The lamp called a "slut", consisted of a rag tied over a button to make it stand up for a wick, which was set into a saucer filled with lard and lighted.

No bath tubs were used, and when men and boys desired to bathe they went to the neighborhing stream and "went in a swimming."

HOUSEHOLD FURNISHINGS, UTENSILS, AND TASKS

Questions:

- What kind of furniture did the frontier family have? Was their furniture purchased or made? What materials were used in making their furniture? Where were these materials obtained? Who made the furniture?
- Were aesthetic considerations important in furnishing a pioneer house? Why, or why not?
- What utensils were commonly found in a pioneer house? Were the utensils purchased or made? What materials were used in making their utensils? Where were these materials obtained? Who made the utensils?
- What household items were highly valued by the pioneer family?
- How do you explain the fact that many people are willing to pay high prices for the utensils and furniture (antiques) of the early settlers?

Suggested Activities:

- Contact your local museum or an antique dealer about borrowing early American household objects such as candle holder, lard lamp, a mortar and pestle, a fire place bellows, a live coal carrier, a footwarmer, coffee grinder, etc., and display them without explanation or identification. Ask the students to identify their use, explain their need, suggest problems associated with their use, and explain why they are no longer in popular use. Pictures may be substituted.
- Or ask your students to make a list of the objects that were found in the pioneer's cabin that would not be found in their house. Then ask them to explain why these objects are no longer in general use.
- Ask students to make a list of household furnishings and utensils that were common to the frontier household and a list of furnishings and utensils that would be found in the households of the established settlements of the period. What explanations can you make regarding the similarity or dissimilarity of items found in the two households? (We are trying to bring out the significance of trade, transportation, wealth, economic characteristics, values, needs, etc.)

- Some interested students might be involved in an independent study project identifying inventions of this time. These inventions could be traced over a period of time showing growth of industries based on inventions, prices of the product, those which failed to "catch on," the diffusion of the product, etc. These studies might be used as a basis to illustrate some basic economic concepts relating to supply and demand, competition, etc.

What Do You Think:

- We tend to think that objects of the past are old and have always been old. Do you think that some of the furniture and utensils used by the frontier people were considered by them to be modern or advanced? Explain.

Household furnishings:

On entering the cabin, the first and indeed an important consideration was the construction of bedsteads, upon which our hardy pioneers were wont to lay their weary bodies during the shades of night. Carpenters and cabinet makers in those days, came not into the wild forest to build spacious and beautiful houses, and make polished beauraus, cupboards, tables, chairs and bedsteads; because in the wilderness such furniture was not the "fashion." Consequently every emigrant was compelled to be the architect of his own bedsteads, and other household furniture, and woe be to that man, whose organs of construction (biographically speaking) were deficient; better for that man had he never been born, than to enter the western wilds to lay his weary aching body upon the ground or hard puncheon floor.

It is said that "necessity is the mother of invention," this fact scarcely any will doubt, and we presume none of the early settlers of this, or any other township would ever think of calling this truth in question.

As already hinted, the first consideration was a "bedstead," and the inventive genius of the young and inexperienced pioneer was called into action. Deep and anxious meditations followed, and, perhaps sleepless hours were employed, on first entering the wilderness, in endeavoring to invent and construct something in the shape of a bedstead. Such inventions occurred; at what time in the history of pioneer life, our informants cannot tell, but certain it was the perplexities arising from this consideration were finally abolished, and the knowledge of construction was communicated to every settler on his first appearance in the wilderness. The following was the mode: Holes were made in the logs, in such parts of the cabin as were deemed the most convenient by the young mistress, and poles inserted therein; the projecting ends were then fastened to suitable uprights by means of withes made out of bark. Cross poles were then laid across from side to side, and fastened down in the same manner.

On this rustic piece of furniture, our pioneer fathers and mothers slept with as much ease and comfort, as do our modern aristocrats on their improved mattresses, on "patent springs."

The next consideration was the construction of something which would answer in the place of chairs. Those necessary articles were soon constructed, in the shape of "pnncheon benches."

Split bottom chairs and three legged stools, were considered a most magnificent luxury, and only within reach of their more "aristocratic neighbors."

Dining tables were the next important articles under consideration, and in the construction of these, two and three inch puncheons were brought into requisition. These also answered the double purpose of toilette and centre tables for the ladies.

Pewter plates and wooden dishes and in many instances, wooden knives, wooden forks, and wooden spoons, were the only ware placed upon the table, to be used in eating. Tins and guords were the only drinking vessels then in general use.

In most cabins, ladders, consisting of several rungs, were used instead of stairs and were the means by which the younger members of the family ascended the upper part of the cabin to rest during the night, when the lower story was not large enough to afford room for the whole family. The second floor upon which the young members rested, was laid with clapboards, without being made fast, so that they were easily displaced, and consequently, those who slept upstairs, were constrained to move over them cautiously, from fear of being precipitated upon the puncheon floor beneath them.

C

> These folks had their table made of split planks, their dishes of wood, their buckeye or hickory broom, their necessary rifle, bullet-pouch and powder horn, their spinning wheel and flax distaff. Pine-knots, lard-oil lamps and fallow candles furnished light... The skins of bear, elk, and buffalo were used for beds.

* * *

> As it was impossible to convey many articles over the mountains we had but little or no wooden furniture. So my husband....said to me, one day--Well! I will see if I cannot make some utensils, that will be of use to you. So he...cut down a large sweet buckeye tree and split a part of its body in two, very neatly, and made me two large trays, and made them very smooth and nice; & one of them answered for a wash tub, and when the clothes were dry, it answered to fold them down in, and when ironed served the purpose of a bureau! Into the other tray we put our cold victuals---*when we happened to have any*.[16]

* * *

> It was extremely difficult....to bring household furniture and utensils from the old states... --Families who had all their lives before, enjoyed the comforts and luxuries of their native town in the east, were now reduced to...the furniture of the Indian wigwam.... Tables and benches were made of boat plank, brooms of young hickory...and plates, and bowls & tubs & troughs of young Buckeye.[17]

---

[16] Beverley W. Bond, Jr. *Dr. Daniel Drake's Memoir of the Miami Country*, pp. 78-79.

[17] Beverley W. Bond, Jr. *Dr. Daniel Drake's Memoir of the Miami Country*, p. 78.

THE SETTLEMENT

Questions:

- During the frontier period in Ohio, did most of the people live in cities or rural areas? What reasons can you give to explain this? Where do most of our people live today? How many reasons can you suggest for the urbanization of our population?

- What common problems would a frontier settlement and a village or city of today share? In what important ways did the pioneer settlement differ from our villages and cities today? What are some important problems facing our villages or cities today that were not major problems for frontier settlements? What were some important problems facing the frontier settlement that are not major problems for our cities today?

Suggested Activities:

- Using the yellow pages of your telephone directory, list the services that are available in your local community that were not existent in its early history. How do you explain this? What services would be available in a frontier settlement that are not available in your city today?

- Have students discover laws designed to deal with specific problems or regulate behavior in the frontier settlement. Students could then be asked to explain why these laws were needed at this time.

Questions:

- What was the largest building a child living in frontier Ohio might see? How does this compare with the largest building you have seen? In what significant ways would the buildings in a frontier community differ from the buildings in your community today? How do you explain the differences?

- What are some of the specialized buildings found in a frontier settlement that would not be found in our cities and towns today? Why?

- How did a frontier settlement differ from a Delaware Indian village? How do you explain the differences?

Suggested Activities:

- Have students draw a map of an imaginary settlement in the frontier period. The maps should show physical features, the village, the buildings within it, the roads and bridges. The man-made features should make sense in terms of the physical geography and the technology of the period.

- Write a short history of the first church, school manufacturing or business establishment in your community.

- Construct a population graph of your community. Write a short explanation of the characteristics of this graph.

- Identify the original boundaries of your community. What factors explain why these boundaries were originally established? If the boundaries have changed, why did they change?

POPULATION OF OHIO, URBAN AND RURAL:
1800 to 1960

	Population	Urban Per Cent	Rural Per Cent
1800	45,365	0	100
1810	230,760	1.1	98.9
1820	581,434	1.7	98.3
1830	937,903	3.9	96.1
1840	1,519,467	5.5	94.5
1850	1,980,329	12.2	87.8
1860	2,339,511	17.1	82.9
1870	2,665,260	25.6	74.4
1880	3,198,062	33.2	67.8
1890	3,672,329	41.1	58.9
1900	4,157,545	48.1	51.9
1910	4,767,121	55.9	44.1
1920	5,759,394	63.8	36.2
1930	6,646,697	67.8	32.2
1940	6,907,612	66.8	33.2
1950	7,946,627		
	Old Urban Definition*	66.4	33.6
	New Urban Definition*	70.2	29.8
1960	9,707,136	73.4	26.6

According to the urban definition used in previous censuses, the urban population comprised all persons living in incorporated municipalities of 2,500 inhabitants or more.

Under the urban definition established for use in the 1950 census, the urban population comprises all persons living in (a) incorporated municipalities of 2,500 inhabitants or more; (b) the densely settled urban-fringe, including both incorporated and unincorporated areas, around cities of 50,000 inhabitants or more; and (c) unincorporated places of 2,500 inhabitants or more outside any urban-fringe.

> A new county, called Jefferson, has been lately laid off by the Governor of the Western Territory, being taken off of Washington County, and the seat of justice is fixed at Fort Steuben, on the bank of the River Ohio, where a Town is now laid out by James Ross and Bezaleel Wells. The Lots and Out Lots of this Town will be sold on the Premises upon the 25th Instant. One half of the purchase money will be credited 30 days, the residue for six months.
>
> There is a saw-mill close to the Town, and the lands of the Neighboring settlements are not excelled in quality by any upon the Ohio. Those who purchase Lots in this Town will find the materials for building more readily than in most Towns of the Western Country, and the abundance of Pitt Coal, will render fuel a very cheap article forever.[18]

This is a description of establishing the village of Columbia in Hamilton County in 1788.

> Two or three blockhouses were first erected for the protection of the women and children, and then log-cabins for the families. The boats in which they had come from Maysville, then Limestone, were broken up and used for the doors, floors, etc., to these rude buildings. They had at that time no trouble from the Indians, which arose from the fact that they were gathered at Fort Harmar to make a treaty with the whites. Wild game was plenty, but their breadstuffs and salt soon gave out, and as a substitute they occasionally used various roots, taken from native plants, the bear grass especially. When the spring of 1789 opened their prospects grew brighter. The fine bottoms on the little Miami had long been cultivated by the savages, and were found mellow as ash heaps. The men worked in divisions, one-half keeping guard with their rifles while the others worked, changing their employments morning and afternoon.
>
> Turkey Bottom, on the Little Miami, one and a half miles above Columbia, was a clearing in area of a square mile, and had been cultivated by the Indians for a long while, and supplied both Columbia and the garrison at Fort Washington at Cincinnati with corn for that season.

---

[18] Pittsburgh Weekly Gazette, August 5 and 12, 1797.

The following law was adopted by the Northwest Territorial Government on July 25, 1788 meeting at Marietta:

> "All male inhabitants between the age of fifteen and fifty, shall be liable to and perform military duty......
>
> And whereas in the infant state of a country, defence and protection are absolutely essential, all male inhabitants of the age of fifteen and upwards, shall be armed, equipped and accoutred in the following manner:
>
> with a musket and bayonet, or rifle, cartridge box and pouch, or powder horn and bullet pouch, with forty rounds of cartridges, or one pound of powder and four pounds of lead, priming wire and brush and six flints."
>
> ....The corps shall be paraded at ten o'clock in the morning of each first day of the week, armed, equipped, and accoutred as aforesaid, in convenient places next adjacent to the place or places already assigned, or to be assigned for public worship; at other times and places, the corps shall be paraded for muster, exercise, and review as the commander in chief may direct.
>
> If any male inhabitant shall neglect or refuse to appear at the fixed times and places of parade by this law established, he shall be fined in the sum of twenty five cents, unless he shall render an excuse to the satisfaction of the commanding officer of his corps.
>
> If any male as aforesaid shall neglect or refuse to appear upon the order of the commander in chief, or other officers as aforesaid, for guards or other ordinary military duty, or refuse to perform the same, he shall be fined in the sum of one hundred cents.

An amendment to this law adopted in 1791 provided:

> That whenever persons enrolled in the militia of this territory shall assemble at any place for public worship, every such person shall arm and equip himself according to law in the same manner as if he were marching to engage the enemy.

Extracts from the Cincinnati Directory, 1819

The enumeration of houses, made in March, 1819, was as follows:

Of brick and stone, two stories and upwards	387
Of brick and stone, one story	45
Of wood, two stories and upwards	615
Of wood, one story	843
	1890

Occupied as separate dwelling houses,	1003
Mercantile stores,	95
Groceries,	102
Druggists' stores,	11
Confectionaries,	4
Auction and commission stores,	5
Printing offices,	5
Book and stationery stores,	4
Places of public worship,	10
Banks,	5
Mechanics' shops, factories, and mills,	214
Taverns,	17
College, courthouse, and jail,	3
Warehouses and other buildings,	412
Total	1890

Population, as taken in July, 1819:

White males,	5402
White females,	4471
	9873
Male persons of colour,	215
Females of colour,	195
	410
Total	10283

> The most capacious, elevated and permanent building in this place, (Cincinnati) is the steam mill, erected in the years 1812, '13 and '14.... The foundation is 62 by 87 feet...its height is 110 feet, and the number of stories nine, including two above the eaves.[19]

* * *

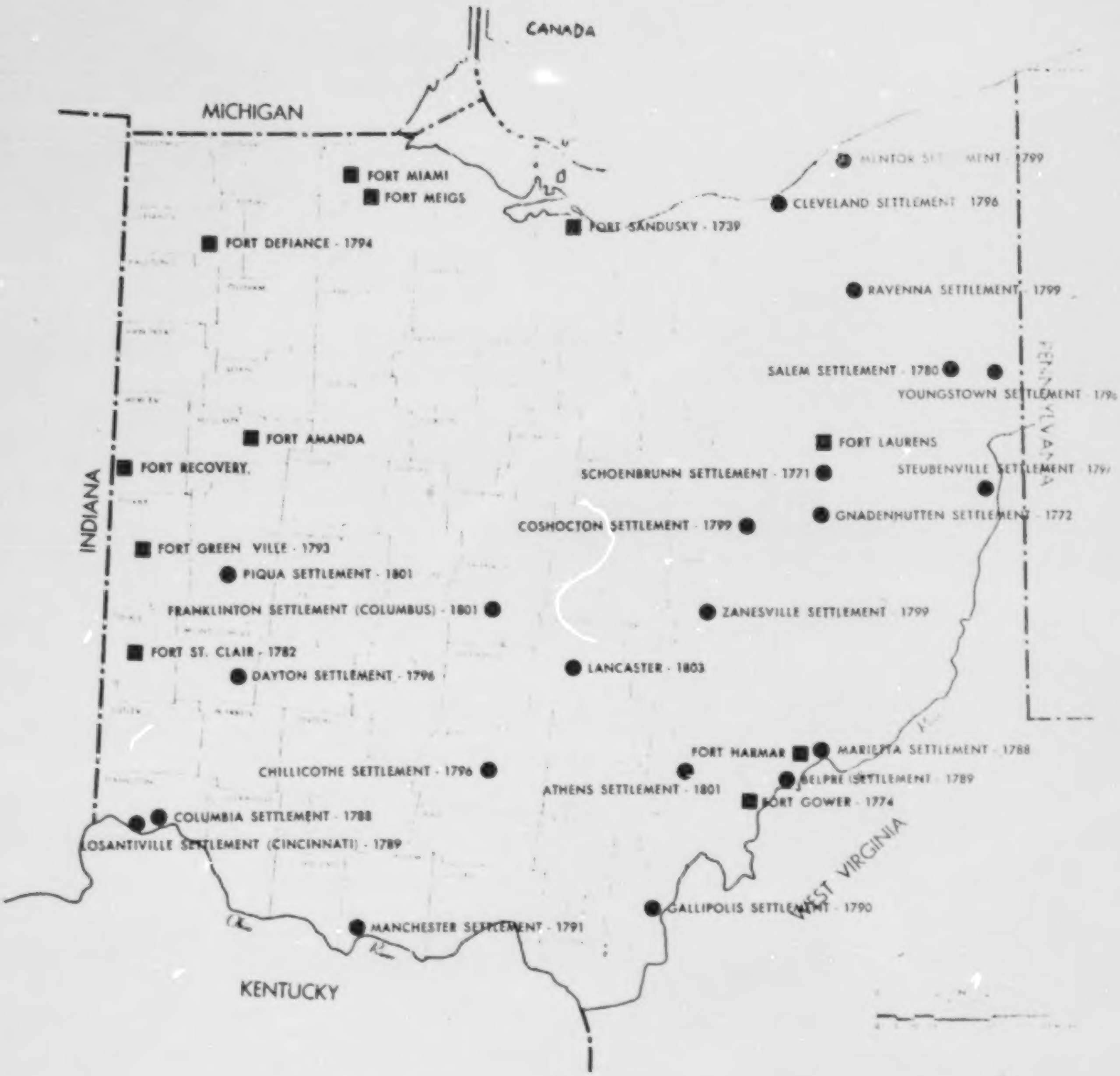
May 19, 1819

> Cincinnati is no sooner seen than the importance of the town is perceived. A large steam gristmill, three large steam boats on the stocks, and two more on the Kentucky side of the river, and a large ferry boat, wrought by horses, were the first objects which attracted my attention. The beach is lined with keel boats, large arks for carrying produce, family boats, and rafts of timber. On shore the utmost bustle prevails, with drays carrying imported goods, salt, iron, and timber, up to the town, and in bringing down pork, flour, etc. to be put aboard of boats for New Orleans. .....Merchants' shops are numerous, and well frequented. The noise of wheel carriages in the streets, and of the carpenter, the blacksmith, and the cooper, make a busy din. Such an active scene I never expected to see amongst the backwoods of America.
>
> The manufactories of this new place are more diversified than extensive. An iron foundry, two breweries, several distilleries, a woollen manufactory, a cotton-mill, an oil-mill, a glass-house, and a white lead factory, seem to be the principal ones. But the more numerous part of the artisans are joiners, bricklayers, blacksmiths, plasters, shoe-makers, tailors, hatters, bakers, tobacconists, cabinet makers, saddlers, etc. Journeymen mechanics earn from one and three-fourths to two dollars per day. Their board costs about three dollars per week. Most of them dress well on the days they are not at work, and some of them keep horses.[20]

---

[19] Daniel Drake. Picture of Cincinnati, pp. 137-8.

[20] James Flint, "Letters From America." Thwaites, Early Western Travels, Volume IX, pp. 149-51.


CANADA
MICHIGAN
FORT MIAMI
FORT MEIGS
FORT SANDUSKY - 1739
MENTOR SETTLEMENT - 1799
CLEVELAND SETTLEMENT 1796
FORT DEFIANCE - 1794
RAVENNA SETTLEMENT - 1799
SALEM SETTLEMENT - 1780
YOUNGSTOWN SETTLEMENT - 179
PENNSYLVANIA
FORT AMANDA
FORT LAURENS
FORT RECOVERY
SCHOENBRUNN SETTLEMENT - 1771
STEUBENVILLE SETTLEMENT 179
INDIANA
COSHOCTON SETTLEMENT - 1799
GNADENHUTTEN SETTLEMENT - 1772
FORT GREEN VILLE - 1793
PIQUA SETTLEMENT - 1801
FRANKLINTON SETTLEMENT (COLUMBUS) - 1801
ZANESVILLE SETTLEMENT 1799
FORT ST. CLAIR - 1782
DAYTON SETTLEMENT - 1796
LANCASTER - 1803
FORT HARMAR
MARIETTA SETTLEMENT - 1788
CHILLICOTHE SETTLEMENT - 1796
ATHENS SETTLEMENT - 1801
BELPRE SETTLEMENT - 1789
FORT GOWER - 1774
COLUMBIA SETTLEMENT - 1788
LOSANTIVILLE SETTLEMENT (CINCINNATI) - 1789
WEST VIRGINIA
GALLIPOLIS SETTLEMENT - 1790
MANCHESTER SETTLEMENT - 1791
KENTUCKY

EARLY FORTS AND SETTLEMENTS IN OHIO

PIONEER ERA

■ FORT

● SETTLEMENT

Source: Sam E. Clagg, Ohio Atlas, 1959.

AGRICULTURE

Questions:

- What were the main crops of the pioneer farmer? Which of these crops were borrowed from the Indians? In the case of crops borrowed from the Indians, did the settlers also borrow the way these crops were planted?
- What kinds of livestock were raised by the frontier farmer?
- What tools and other equipment were used for planting, cultivating, and harvesting?
- How does the specialization of farm tools in the frontier period compare with that today? Who made the tools then, and who makes them now? From what materials were the tools made then and from what are they made now?
- Was farming engaged in only by men or were some farming activities engaged in by women? Compare this with the Delaware Indian culture.
- What were the sources of power in farm operations in the frontier period? Compare these sources of power with the power available to a farmer today? What is the relationship between sources of power and the size of the farming operation? What words or phrases do you think most accurately describe agriculture in the frontier period?
- Were there any major inventions in the frontier period that aided the farmer?
- How was food preserved by the frontier family?
- To what extent was the pioneer family dependent upon the forest and streams for its livelihood? Was the pioneer family as dependent on the products of the rivers, lakes, and forests as was the Delaware Indian family? Why, or why not?
- How much of the food and clothing used by the pioneer family was produced from home-grown farm products? What had to be purchased? To what extent were farms self-sufficient?
- How would you compare the pioneer farmer's attitude towards conserving forests, land, and water with today's farmer? With the Delaware Indian? How do you account for these different attitudes?

- A pioneer farmer might see very little money in the course of a year's operation. Did this mean that he was necessarily poor? Why, or why not?

- In what ways was the pioneer farmer affected by transportation facilities? What improvements in transportation occurred in this age? Did the improvements in transportation affect in any way the self-sufficiency of the farm? How? What products did the pioneer farmer produce in sufficient quantity to export? When and why did farmers export produce?

- How did the pioneer farmer learn how to be a farmer? Compare this kind of education for farming with the education for farming today?

- What activities other than the raising of crops and livestock were engaged in on the farm? To what extent did the pioneer farmer have to be a "jack-of-all trades"? Why?

- In what respects were the farming practices of the pioneers similar to those of the Delaware Indians? How did they differ? How do you explain the similarities and differences?

- Can you find any evidence to indicate that the pioneer farmer was influenced more by folk practices and beliefs than he was by scientific knowledge?

- The farmer in the frontier period seems to have been far more self-sufficient than the farmer today. Can you suggest any advantages of this type of farming. What are the disadvantages?

Suggested Activities:

- Interested students might be encouraged to trace the history and development of an invention in this period of history connected with the planting, cultivating, and harvesting of crops. Some examples might be the iron or steel mold-board plow, the windmill or fanning mill for thrashing grain. Note should be made of how these inventions changed the lifeway of the people. Students should be encouraged to collect pictures to show changes in these inventions.

- Some student(s) might like to explore the folk practices and beliefs of the Ohio pioneer and report their findings to the class. Discussions might be held to offer explanations why these beliefs were so widely held and why they seem so strange to us today.

The first and great work of the farm was grubbing and clearing the heavy timber from the land. This was done by the early settlers in a great measure. But at the period of which we write, the ground had to be cleared of brush and fallen timber previously deadened, every spring before plowing. There being no cross-cut saws, and to save the labor with the ax to cut up the logs, they were burnt into sections by what was called "niggering," putting sticks across logs and setting them on fire. These had to be stirred up often to keep them burning. This was called "stirring up the niggers." These logs were rolled up together in log heaps, and with the brush were burnt up. Then the field had to be "sprouted," that is, the sprouts of green stumps cut off. Generally a patch of new ground would be cleared each winter for a turnip or potato patch and be ready for the spring.

The plowing was generally done with what was called the bar-shear plow with wooden mold-board, with a boy alongside with a paddle to keep the dirt from clogging on the mold-board; and afterward it was again stirred with the one-horse shovel plow. Occasionally a plow with an iron or steel mold-board was used by the more advanced farmers.

Wheat and rye and oats, and all seeds, were sown broadcast by hand, and were covered by the triangular wooden or iron toothed harrow, and were dug in with the mattock around the stumps and trees. Corn was planted by hand, covered with the hoe, and cultivated with the shovel plow and the hoe. Hoeing corn was the special work of the boys, and sometimes of the girls; and a boy or girl would ride the horse hitched to the plow when the corn was high.

Wheat and rye were cut with the sickle, made of steel with fine saw-teeth edge, and were bound into sheaves by hand with straw bands; and oats and buckwheat were cut with the scythe until the advent of the hand cradle, then first making its appearance.

All grains were thrashed with the wooden flail, and cleaned with a sheet, two men so swinging the sheet as to blow the chaff from the grain, as it was slowly poured out of the half bushel by another man, after which the hand riddle was used to clean the wheat for use. It was about a winter's job for a lone farmer to thrash out and clean the crop of a ten-acre field. Men made it a specialty to so thrash during the winter for an agreed price per bushel, going around the neighborhood.

The flail was made of two pieces of hickory or white ash, the longer for the handle, and the shorter for the head. The handle was about six feet long, shaved smoothly to fit the hand, and the head was three feet long and larger around, with a hole at the end of each, so that the two were tied together with a flexible buckskin or eelskin string. The thrashers, whatever number might be engaged, would keep stroke so as not to conflict with each other, striking upon the sheaves lying on a tight wooden floor, the bands being cut as laid down, and the straw being turned over as the thrashing proceeded, until all the grain was shelled out. These regular strokes of the thrashers, keeping musical time, enlivened the work and kept them warm in the cold weather; and he who failed to keep the stroke properly would often suffer for his carelessness by a blow from one of the conflicting and rebounding flails.

The wind mill, or fanning mill, made its appearance soon after the hand cradle. Wheat then would sometimes be tramped out with horses on the barn floor. Buckwheat was thrashed with a flail on a ground floor in the field, and cleaned with a sheet until the wind mill came.

Grass was cut with the hand scythe, cured with the fork and hand rake, and hauled to the stack in cock by horse and rope or chain, or by wagon. Generally the hay was stacked in the meadow where cut, and there was fed to cattle, horses and sheep from the stack, on the ground in the winter time. The manure was left where dropped in the field; and little attention was paid to fertilizing the land, because it was then not needed. Farming in fact was a sort of skimming process, as compared with the fine cultivation of the present time.

The harvest time was then, as it has always been and still is, a great event as well as a busy time on the farm. Usually quite a number of hands would be employed to reap in the wheat or rye field, who with sickle and regular step, each one upon his allotted land, would literally march through the golden grain, with a leader in front, enlivened by song or joke, until the end of the round was reached, where water, and whisky and shade, would rest the jolly reapers. With sickle on shoulder, the reaper would bind back his sheaves. And woe to the reaper who did not stand the day's work and had to "give out" and lie in the fence corner, and, in the parlance of the day, whose "hide was hung on the fence."

The mowing in large meadows was done in nearly the same way and order, by numbers working together.

The old men and boys, and often girls, carried water to the harvest or hay field in the coffee pot or jug, and generally the bottle of whisky was to be found in the shade of a tree or fence corner. The favorite amusement was to see who could get the most blackberries out of the bottle in one drink. The one able to stand the most whisky usually got the most berries. To the workers on the farm, the blast of the dinner horn was a welcome sound, and particularly so to the hungry boys.

One of the special duties of the farm boy at noon during hay harvest, while the mowers were resting, was to turn the grindstone to grind the scythes. This duty, often performed by the writer, has made him hate grindstones ever since.

* * *

The horses in common use for work on the farm were of common breed, hardy and strong. No care had been exercised to improve them by breeding. There were, however, in every neighborhood a few well bred horses and mares, some of them thoroughbred, and these were the riding horses of the time, as well as the race horses, so much prized by the people. There were then no trotting or pacing horses for speed. All the racing was done by the running horse, and he was the measure of speed on the race course.

Cattle, sheep, and hogs, were generally of common breed. A few Durham and Devon cattle were beginning to appear on the farm. Hogs and sheep have been greatly improved by modern breeding, as well as all farm stock. The old dung-hill fowl, with a slight sprinkling of the game, constituted the farm poultry. They hatched the natural way. Geese and ducks were found on almost every farm. From these were plucked yearly the feathers which formed a part of the country trade, as well as those that made the grand feather beds of our mothers and grandmothers, of which they were so justly proud.

Nearly every farmer had one or more yoke of oxen, and occasionally a team of mules, both of which teams were often used for plowing. When three horses were used for a team, one was hitched in front, and not alongside of the two as now. A horse also would be often hitched before a yoke of oxen to add strength to the team.

> Farming establishments are small. Most cultivators do everything for themselves, even to the fabrication of their agricultural implements......The utensils used in agriculture are not numerous. The plough is short, clumsy, and not calculated to make either deep or neat furrows. The harrow is triangular; and is yoked with one of its angles forward, that it may be less apt to take hold of the stumps of trees in the way. Light articles are carried on horseback, heavy ones by a coarse sledge, by a cart, or by a waggon. The smaller instruments are the axe, the pick-axe, and the craddle-scythe; by far the most commendable of backwood apparatus.[21]

Exports from October 1818 to March 1819, from Cincinnati:[22]

Flour at $5 a barrel	$ 650,000
Pork at $15 a barrel	$ 150,000
Bacon and hams pickled at 8 cents per lb.	$ 22,080
Lard at 11 cents per pound	$ 46,000
Tobacco at 11 cents per pound	$ 66,000
Whiskey at 50 cents per gallon	$ 40,000
	$ 974,080
Other items	360,000
Total	$1,334,080

---

[21] James Flint, "Letters From America." Thwaites, Early Western Travels, Volume IX, pp. 122-3.

[22] Centennial History of Cincinnati, p. 528.

Exports from Cincinnati:

> Of these, flour is the chief article.....after this follow pork, bacon and lard; whiskey, peach brandy, beer and porter; pot and pearl ash, cheese, soap and candles; hemp and spun yarn; walnut, cherry and blue ash boards; cabinet furniture and chairs;... kiln dried Indian meal

Imports:

> Coffee, salt fish, claret and some other wines, copperas, queens ware, paints, mahogany and logwood, sugar and melasses, cotton, rice.... salted hides, lead, peltry and skins, tobacco, salt petre, marble, bar, rolled and cast iron...millstones, coal, salt, glassware[23]

---

[23] Daniel Drake. Picture of Cincinnati, pp. 148-9.

MOON LORE: THE INFLUENCE OF THE MOON ON PIONEER OHIO

The pioneer "Moon Farmer" was primarily interested in three things:

(1) The phase of the Moon, ie., full Moon, first quarter last quarter
(2) Whether the Moon is in the up, or down sign according to the almanac
(3) The sign of the Zodiac through which the Moon is passing at the time.

During the nineteenth century, many farmers based their planting and harvesting operations on the interaction of these three elements. Listed below are a number of precepts to which the "Moon Farmer" subscribed.

Potatoes, Beets, Turnips and other root crops should be planted in the full or last quarter of the moon. If planted in the new moon, they will produce vines and tops, but no roots.

Plants which produce their yield above ground, such as corn, wheat, oats, etc., should be planted in the new moon or in its first quarter to insure a good harvest.

When the almanac shows the moon in its up sign, grain and other surface crops should be planted, as the moon is exerting a lifting force. Conversely, when the moon is in its down phase, root crops should be planted.

The following is a list of conditions under which certain crops should be planted. It should be prefaced with the explanation that the term "light of the moon" is usually used to refer to the period when the moon is waxing or moving from new moon to full moon. The "dark of the Moon" is the waning when it moves from full moon to new moon.

Apples - Pick in the dark of the moon, in order to prevent rotting.
Asparagus - Plant in the light of the moon.
Beets - Plant in the dark of the moon.
Cabbage - Plant in the light of the moon.
Corn - Plant in the light of the moon, cut in the decrease in order to avoid rotting. Scorpio is a good sign.
Cucumbers - Plant in the full of the moon.
Peas - Plant the day after a new moon.
Potatoes - Plant in the waning moon.
Pumpkin - Plant in full moon to 3rd quarter
Squash - Plant in the full of the moon.
Shearing - Sheep shorn in the increase of the moon will grow a new coat which is longer and fuller.

The peach is the only fruit tree that they have as yet cultivated, which thrives so rapidly that it produces fruit after the second year.

The Americans who are settled there, [on the Ohio], share but very feebly in the commerce that is carried on through the channel of the Mississippi. This commerce consists at present in hams and salted pork, brandies distilled from corn and peaches, butter, hemp, skins and various sorts of flour. They send again cattle to the Atlantic states. Trades people who supply themselves at Pittsburgh and Wheeling, and go up and down the river in a canoe, convey them haberdashery goods, and more especially tea and coffee, taking some of their produce in return.

FOOD AND COOKING

Questions:

- What were the staple foods in the pioneer's diet?
- Why was salt so vital to the pioneer family?
- What food items were considered luxuries by the pioneer family?
- In what ways did the diet of the pioneer family differ from the diet of a Delaware Indian? From your diet?
- Did the diet of a pioneer family contain more or less variety than your diet? Why?
- Did the pioneer family have to budget more or less of their income for food than today's family? How did the cost of food items in frontier Ohio compare with food prices today?
- What utensils and techniques did the pioneer women use in preparing food?
- What eating utensils did the pioneer family use?
- Did the preparing of a family meal require more or less time in pioneer days than now? Why?

Suggested Activities:

- An interested student might be asked to carry on a research project to see if he can discover any myths or prejudices that influenced the diet of the pioneers. He could share his findings with the class. For example, Ohio pioneers would not eat tomatoes because they thought they were poisonous. Tomatoes were used by the Ohio pioneers for decorative purposes only.
- With the approval and help of the home economics teacher, prepare an early Ohio meal. Recipes may be found in the February, 1970 issue of The Wonderful World of Ohio.

In addition to wild game, the land provided cranberries, nuckleberries, black berries, raspberries, service berries, paw-paws, persimmons, plums, grapes, cherries, haws, and crab apples.

Sugar groves were scattered over the entire territory.

* * *

Each family had what was called a "hominy-block." They made it by hollowing out one end of a short log, or the top of a stump, like a bowl. Shelled corn was then placed in it and pounded with a big wooden hammer.

* * *

The settlers subsisted principally on cornbread, potatoes, milk and butter, and wild meats. Flour, tea and coffee were scarcely to be had; and when brought to the country, such prices were asked as to put it out of reach of many to purchase. Salt was an indispensable article, and cost at the Scioto salt works $5 per fifty pounds. Flour brought $16 per barrel; tea, $2.50; coffee, $1.50; spice and pepper, $1 per pound.

* * *

Tea and coffee were luxuries not in every house, but then rye, coffee, sasafras and spice and sage teas, supplied their place, and answered every purpose. Hog and hominy, corn bread and mush and milk, fruit and honey, constituted the "staff of life."

* * *

Our living was not of the finest, although we had wild turkey, bear and raccoon, yet we had to catch them before we ate them, so that at times our tables would not groan with their burden of good things.....Our method of catching them (fish) was to build a stone dam across the river in the shape of a V, with apex down the stream; at the lower end we made a crib of poles; then we would go half a mile up stream, stretch a grape vine across the river, tie it full of brush, and with three or four men at each end on the shore pull it down stream to our fish basket and drive them in. When we turned out in this way we had rare sport. By repeating the process we would frequently get a fine quantity of fish. We had rare sport in dividing the fish..... Afterward each man would go in his turn in the morning, and what fish had strayed into the basket were his.

Game was usually plentifully, though in some exceptionally colde winters the deer, bear, and smaller animals seemed to disappear from the settled regions so that the hunter often came home with no meat. Always provision had to be made in the summer and fall for a lean winter. Corn was shelled and laid by, hogs and venison were salted and stored in barrels, and a barrel of meal stood in a corner of the cabin. A few chickens might even be sheltered in the cabin.

* * *

The game which was considered the most profitable and useful was the buffalo, the elk, the bear, and the deer. The smaller game consisted of raccoon, turkey, opossum, and ground-hog. The panther was sometimes used for food, and considered by some as good. The flesh of the wolf and wild-cat was only used when nothing else could be obtained.

* * *

In 1791, so scarce and dear was flour, that the little that could be afforded in families was laid by to be used only in sickness, or for the entertainment of friends, and although corn was then abundant, there was but one mill, a floating mill on the Little Miami. It was built in a small boat tied to the bank, its wheel turning slowly with the natural current running between the flat and a small pirogue anchored in the stream, and on which one end of its shaft rested; and having only one pair of small stones, it was at best barely sufficient to supply meal for the inhabitants of Columbia....at low water it was of little use so that we were obliged to supply the deficiency from hand-mills, a most laborous mode of grinding.

* * *

Our drink was "whisky toddy" which we thought was good enough for a king. The woods furnished us abundance of meat, and corn pone supplied the place of the present dyspeptic producing pastry. The following was the prices current in early days: Tea was from $2 to $3 per lb., coffee 75 cts; salt from $4 to $6 per barrel; calicoes from 50 cents to $1.00 per yard; and whisky from $1 to $2 per gallon.

Prices	Dollars	Cents[24]
Flour, per barrel	4	
Indian corn meal, per 100 lbs.	0	.40
Potatoes, per bushel		.31
Beef, mutton, and veal, per lb.		.5
Pork, per lb.		.4
Bacon, per lb.		.8
Venison, per lb.		.4
Fowls, each		.12½
Ducks, each		.25
Geese, each		.62½
Turkies, each		.75
Cheese, per lb.		.10
Butter, per lb.		.14
Cider, per barrel	3	
Whiskey, per gallon		.40
Peach brandy, per gallon		.80
Maple sugar, per lb.		.10

* * *

The wild strawberry, growing in the meadows, the raspberry and blackberry, growing in the fence corners and waste places, the huckleberry growing on the hills, the service berry and the wild grape growing in the woods, the gooseberry, currant, dewberry, elderberry, mulberry, wild cherry, the haw, wild red plum, cranberry, and crabapple, constituted the principal small fruits of that day. The currant and gooseberry were to some extent cultivated in the garden, but not the strawberry, grape, raspberry, or blackberry.

The chestnut, hickory nut, black walnut, butternut, and hazelnut, were carefully gathered and stored away for winter use by the average boy, and the hogs gathered the beech nuts and acorns and fattened upon them.

Apples, peaches and pears were generally of native stock, greatly inferior to those now cultivated. Little attention was paid to their improvement by cultivation. Fruits were mostly dried for winter use and hardly ever were preserved with sugar, and the canning process was unknown.

The tomato, now so universally used, was then laid upon the mantel for an ornament, with the mother's injunction that it was poisonous and must not be eaten.

---

[24] *Bradbury Travels*, p. 288.

Apple butter boiling in the fall was quite an event in the family, and so was making pumpkin butter. These were much used, and were found in the winter in every well regulated family.

Wherever there was an apple orchard, cider making demanded the attention of the farmer, and the cider barrel would be found on tap during winter evenings.

Sweet corn was not then cultivated for the table; no rhubarb (also called pie plant), or celery or horse radish, was then raised in the garden, or used on the table.

CLOTHING

Questions:

- What kinds of clothing were worn by pioneer men? By women? By children?
- What materials were used in making their clothing?
- Did the style of dress give an indication of the social status of the person in pioneer society?
- How did the clothes of the pioneer compare with those of the Delaware Indian? With our clothes?
- Do you think the pioneer valued nice clothing as much as we do? Do you think pioneer men, women, and children were as concerned about their appearance as we are? What were some practices used by the pioneer to enhance his or her appearance?

Dress:

The common dress of the boys consisted of linsey pants and wammus or roundabout (but no drawers nor undershirts nor overcoats), with coarse shoes and wool hats or hair seal caps for the winter, and linen and tow cloth and straw hats for the summer. Men often wore the same, but generally had coats and pants made out of fulled flannel, and some were able to wear store clothes made by the village tailor. Plaid cloaks as well as overcoats were worn by the men in the winter. Buttons for shirts were made of flax thread spun at home; and wooden molds covered by hand with some cloth materials answered for buttons on heavy clothing.

The average young man usually had a suit of "broad cloth," made by the tailor, and a fur hat and calf-skin shoes, for his Sunday or party rig.

For horseback riding men often had overalls, or used green baize leggins tied on at the knee.

The women and girls, for everyday wear in the winter time, wore flannel dresses, plain, striped, or cross-barred, as fancy might dictate, with quilted or red flannel petticoats. In the summer they generally wore gingham, calico and lawn for dresses, with dimity skirts, and sun bonnets when out of doors. Most of the women and girls had an extra suit or two for dress occasions of alpaca, merino, or other fine goods, with fashionable bonnets, shawls and wraps of various kinds. The corset was then unknown among the girls. Parasols and umbrellas were not very plenty in the family. Powders and cosmetics were not then used for decoration by the women. The bureau drawers or chests were usually filled with rose leaves or wintergreen, to scent the clothing in place of musk. Fashion ruled and controlled the young people of the farm then about as much as now. Style was as changeable then as now, and troubled the beau and belle to keep up with its demands. Dress in general was as beautiful and comfortable as now, and much less expensive.

* * *

When the clothing the pioneers brought with them had been worn to shreds, the women of the family wove linen cloth from their patches of home-grown flax. Sometimes this was very fine and beautiful, and often the finished cloth was bleached twenty or thirty times by hourly dampening in the hot sun. More often it was grayish and streaked, and the coarsest variety, called towlinen, was used for men's summer work shirts and jeans. When the warp of the material was of linen and the weft of wool, it was called linsey-woolsey. ....In winter, the men of the family wore buckskin suits and either leather boots or elongated moccasins that were cut so as to extend just above the knee. The buckskin jackets were designed with a generous overlap in front which added warmth to the garment and also furnished a repository for small game when the wearer was hunting. Children were dressed just as their parents, except that in summer small boys nearly always wore only towlinen shirts, without any breeches or under clothing.

* * *

The deer was perhaps to the pioneer family the most useful of all animals. The skin was made into almost all kinds of clothing, such as hunting shirts, waist coats, pantaloons, leggins, petticoats, moccasions, sieves, wallets, and, sometimes, shirts.

* * *

The dressing of deer skins did not require a long process. As soon as the skin was off the deer's back, while yet warm and green, was the best time to begin the graining process, which was as follows: The brains of the animal were dried on a board before

> the fire, then they were put into a cloth and washed out in warm water, which made a kind of suds, into which the skin was put, and after being well rubbed was taken out and wrung as dry as possible. Then it was pulled and worked over a board, made for the purpose, till it was dry. It was then taken through the same process, with exception that the brain water was stronger, and worked until it became soft, when it was hung up and smoked with rotten hickory wood for a short time, and was then ready for use.
>
> It took women very little time to make men's clothes. They generally cut out the garment with a butcher-knife and used an awl in the place of a needle, and the sinews of the deer instead of thread.

The contents of a trunk left by Senator Thomas Worthington in Washington in 1804:

> "3 shirts, 5 cravats, 2 night caps, 2 pocket hdkfs, 2 flannel under vests, 1 Blue cloth coat, 2 black breeches, 1 light casemere pantaloons, 2 pr. silk stockings, 1 pr. worsted do., 2 cotton do., 1 linen do., 1 pr. green stockings, 1 swans down vest, 2 marsailles do., 1 cloth surtout coat, 1 pr. boots, 1 pr. shoes."

Diary of 1804

Reminiscences of an old pioneer--This comment concerned trousers made of deerskin after they had gotten wet:

> When thrown upon the floor bounded and rattled like tin kettles, a man on a cold winters morning, drawing on a pair, was in about as comfortable a position as if thrusting his limbs into a couple of frosty stove pipes.[25]

* * *

LOST

> Between Worthington and Sunbury, a cotton cross-barred handkerchief, in which was tied the following articles, viz:

---

[25] Howe's, Historical Collections of Ohio, p. 151.

one black cambric gown,
one dove colored, white and black gown,
one green calico gown,
one white muslin petticoat,
one large leno shawl,
two pocket handkerchiefs,
one pair of scissors, and several other
articles.

Whoever finds the above and will deliver the same to Ezekiel Brown, esq. in Sunbury, John Patterson in Berkshire, or to the Printing Office in Worthington, shall be generously rewarded.

Daniel M. Brown[26]

* * *

The wool of the buffalo was often spun and woven into cloth by the women; and sometimes it was mixed with raccoon fur and knit into stockings.

* * *

The clothing of the men consisted of coarse material for hunting shirts and pants made out of buck skin. The women were also attired in coarse fabric; and if a young damsel wanted a magnificent wedding dress she would have her highest aspirations, in this respect gratified, by obtaining a suit of American cotton check, which then cost from fifty cents to one dollar per yard, but which now can be obtained at one shilling. Silks, satins and other varieties of fancy goods which now infests society were never thought of.

---

[26] Worthington (Ohio), Western Intelligencer, September 15, 1813.

HUNTING, TRAPPING, AND FISHING

Questions:

- In which culture is hunting more important - the frontier culture or our modern culture? The frontier culture or Delaware culture? Why?
- What animals and game were hunted? What techniques were used for hunting and trapping various animals and game?
- To what extent was hunting and fishing an individual activity and to what extent a cooperative activity?
- What uses were made of the animals the pioneer hunted?
- How would you compare the function of hunting and fishing in the frontier period with its function in our day? How important is hunting and fishing to the economy of each period?

Early Settlers:

> The inhabitants on the borders of Ohio, employ the greatest part of their time in stag and bear hunting, for the sake of the skins, which they dispose of. The taste that they have contracted for this kind of life is prejudicial to the culture of their lands; besides they have scarcely any time to meliorate their new possessions, that usually consist of two or three hundred acres, of which not more than eight or ten are cleared. Nevertheless, the produce that they derive from them, with the milk of their cows, is sufficient for themselves and families, which are always very numerous. The houses that they inhabit are built upon the borders of the river, generally in a pleasant situation, whence they enjoy the most delightful prospects; still their mode of building does not correspond with the beauties of the spot, being nothing but miserable log houses, without windows, and so small that two beds occupy the greatest part of them. Not with standing two men may erect and finish, in less than three days, one of these habitations, which by their diminutive size and sorry appearance, seem rather to belong to a country where timber is very scarce, instead of a place that abounds with forests. The inhabitants on the borders of Ohio do not hesitate to receive travellers who claim their hospitality; they give them a lodging, that is to say, they permit

them to sleep upon the floor wrapped up in their rugs. They are accommodated with bread, Indian corn, dried ham, milk and butter, but seldom any thing else; at the same time the price of provisions is very moderate in this part of the United States, and all through the western country.

No attention is paid by the inhabitants to any thing else but the culture of Indian corn; and although it is brought to no great perfection, the soil being so full of roots, the stems are from ten to twelve feet high, and produce from twenty to thirty-five hundred weight of corn per acre. The Americans in the interior cultivate corn rather through speculation to send the flour to the sea-ports, than for their own consumption; as nine tenths of them eat no other bread but that made from Indian corn; they make loaves of it from eight to ten pounds, which they bake in ovens, or small cakes baked on a board before the fire. This bread is generally eaten hot, and is not very palatable to those who are not used to it.

* * *

The way of hunting the buffalo was in the following manner: a company was formed, well supplied with dogs and guns. Being mounted on horses, they started for the wood, when a herd was found, one of the company would creep up softly and fire into their midst; then the whole company would rush in upon them with their dogs, which would throw them into confusion. After all had discharged their pieces the dogs would attack them; and while they were engaged in fighting with the dogs, the hunters would have time to reload and pursue the chase. After the conflict was over they would return and collect the spoil. To enable the horses to carry them, they would take out the entrails and split them into two, and then throw them over the pack-saddles and carry them home.

NONFARMING OCCUPATIONS

Questions:

- If an Ohio pioneer chose not to engage in agriculture, what other job opportunities were available to him?
- To what extent were these occupations combined with farming? How specialized were these occupations and how much training was necessary? Where did people get this training? What education was required for the professions?
- In what setting were non-farm occupations carried on? Were there specialized buildings?
- If specialized tools were needed in the various occupations in the frontier period, how were these tools obtained?
- How much control did the worker have over his tools? Did he own his own tools? Does the worker today control his own tools? Were there any regulations for hours of work, pay, conditions of work, including child labor? How do these compare with our regulations?
- How was the nonfarming worker, the business man, or the professional paid?
- For what market were goods produced? What limited the market?
- Why were certain industries located in particular areas?
- Why is it said that the mill and its warehouse were key institutions of the northwest?
- Were there any laws regulating the rates, quality, measuring devices used in manufacturing or business?
- Why were the people of Ohio so vitally concerned with free and ready access to the port of New Orleans?
- What did the general store in the frontier period have to sell? What determined the stock to be carried in the store? Compare the general store with today's supermarket with respect to customer choice and to the stock carried. What activities other than buying and selling were carried on in the general store?
- What were the functions of the tavern or inn in the frontier period? What other places now perform some of these functions?

- What occupations had the most prestige? Which were the least desirable? Compare the prestige of frontier occupations with those in our own society? What reasons can you give to explain why some occupations command more prestige and pay than others?

- How would you define a luxury and a necessity? What things were considered luxuries in frontier times are necessities today? What necessities of frontier times are luxuries today? Do different cultures define "luxury" and "necessity" differently?

- In the light of the data presented, what conclusions can you make about Ohio pioneer "manufactories"? Size of factories, number employed, volume of goods produced, ability to meet the needs of the people, their importance to the economy of Ohio as compared to agriculture.

- Do you think mass production techniques were widely used in pioneer manufacturing? Why, or why not?

- Did early Ohio industries make a significant contribution to the economy of the United States? Why, or why not? What is Ohio's contribution to the national economy today?

- Would you prefer to be a factory worker in a pioneer industry or in a modern industry? Why, or why not?

- What are the modern equivalents of the various pioneer occupations?

  Suggested Activity: The teacher could have students investigate American surnames which reflect various pioneer occupations. (See Elsdon C. Smith's American Surnames. Philadelphia: Chilton Book Company, 1969, $9.95.)

- Was credit an important aspect of business in 1800? Is it today?

- What are some of the advantages and disadvantages to a bartering system? Why could the pioneer barter for some goods and services and not others?

- In what important ways was life in frontier Ohio different from our life today?

Suggested Activities:

- Ask your students to bring in advertisements from their local newspapers and compare the ads then and now for sales appeal. Some specific things that might be compared are: the role of money, appeal to price, appeal to quality, credit, delivery, manufactured goods, food, clothing, specialized merchandising.

- Take a count of the occupations of fathers and mothers of the students. Ask the students to identify those occupations which were present in the pioneer period and those that were not.

- A committee of students might prepare a "What's My Line?" type of program using Frontier Age Occupations. There are many occupations: blacksmith, cooper, miller, cabinet maker, tanner, joiner, tailor, shoemaker, lawyer, doctor, clergyman, gun smith, engraver, hatter, milliner, etc., that could be used.

Advertisement:

Wanted To Hire, in Chillicothe,
(For the term of one year,)

A lad, between 12 and 15 years of age, to whom good wages will be given: -- one of the same age will be received as an Apprentice to the Cooper's business, if he can come well recommended.

AARON Stephenson[27]

---

[27] The Scioto Gazette and Chillicothe Advertiser, Chillicothe, October 16, 1800.

Manufactures

	Work Shops	Workmen
Two iron and brass founderies	2	132
Blacksmiths,		80 or 90
Tin ware manufactories,	6	37
Copper manufactories,	4	14
Nail factories,	2	13
Silver smiths, (watch repairs included,)	9	22
White smiths,		3
Gunsmiths,		2
Fire engine maker,	1	1
Copperplate engraver,	1	1
Gilder,	1	1
Maker of sieves and lattice-work, from wire	1	1
Cabinet work,	15	84
Coopers	16	50
Coach and wagon makers,	9	33
Chair makers,	4	31
House carpenters and joiners,	80 to 100	400
Boat builders		60 or 70
Ivory and wood clock factory,		14
Saddle tree makers,		9
A plough maker; pump and block maker, a spinning wheel factory; a window maker; two turners of fancy woodwork; and one tanning mill maker		
Shoemakers,	26	116
Tailors,	23	63
Saddlers,	11	32
Tan-yards,	6	25
Tobacconists,	6	70
Bakers,	15	38
Hatters,	5	37
Soap boilers, and tallow chandlers,	7	19
Distilleries,	9	20
Rope-walks,	3	10
Breweries,	2	20
Potteries,	3	14
Stone cutters,	2	15
Brick yards,	25	200
Brick layers		100
Plasterers		30
Stone masons		15
Milliners		18
Barbers and hair dressers		10
Street pavers		10
Book binders		5
Painters and glaziers		5
Brush-makers		2
Comb-maker		1
Upholsterers		2
Bellows-maker		1
Last makers		2
Whip-maker		1
Lawyers		25
Doctors		22

Goods for apparel and furniture, of cotton, woolen, flaxen, hemper and silken yarn or thread, made in the year 1810

States	Of all kinds of cloths and stuffs	Cotton and wool spun in mills	
	Value in dollars	Yards made	Value in dollars
Ohio	999,538	10,000	11,250
Total in U.S. and Territories	38,785,250	1,942,764	1,834,046

Instruments and Machinery

States	Spinning wheels for cotton, flax, wool, etc.	Looms for cotton, wool, etc.
Ohio	———	10,856
Total in U.S. and Territories	372,743	325,392

Carding Machines

State	Number	Pounds Carded	Value in dollars
Ohio	18	86,000	8,600
Total in U.S. and Territories	1,776	7,417,261	1,837,508

Iron, etc. Furnaces

State	Total Number	Tons Made	Value in dollars
Ohio	3	1,187	109,090
Total in U.S. and Territories	153	53,908 3/4	2,981,277

Naileries

State	Total Number	Pounds of Nails Made	Value in dollars
Ohio	24		64,723
U.S. and Territories	410	15,727,914	2,478,139

Tanneries

State	Number	Value in dollars
Ohio	217	153,581
U.S. and Territories	4,316	8,388,250

Spirits Distilled

State	Number of Distilleries	Gallons of spirits distilled from fruits and grain	Value in dollars
Ohio	343	1,212,266	580,180
U.S. and Territories	14,191	22,977,167	15,558,040

Maple Sugar

State	Pounds Made	Value in dollars
Ohio	3,023,806	302,380
U.S. and Territories	9,665,108	1,043,386

United States Census for 1810

Prices of some of the necessaries of life, (1818):[28]

	Dollars	Cents
Price of a work-horse, from	100 to 120	
Price of a fine saddle horse,	200 to 300	
Hire of a four horse team and driver, without provisions	4	
Hire of a saddle horse per day,	1	
Mechanics per day, with board	3/4 to 1	
Labourers per day, with board	1/2 to 1	
Wheat per bushel	1 to	75
Rye,		50
Corn (maize)		37 1/2
Oats		33 1/3
Potatoes		33 1/3
Flour per 100 lbs.	3	
Beef, per pound, from		5 to 6
Pork per pound, from		4 to 5
Mutton per pound, from		3 to 4
Turkeys, from	1	50
Hens and ducks,		12 1/2
Eggs per dozen,		12 1/2
Butter per lb.,		25
Cheese per lb.,		18
Whiskey per gallon,		40
Tobacco, per 100 lbs.	5	
Hemp, per 100 lbs.	8	
Wool, per lb.		33 1/3
Lodging and supper at Inn (in towns)		62 1/2

---

[28] James Flint, "Letters From America." Thwaites, Early Western Travels, Volume IX, pp. 139-140.

Wanted by the subscribers, A Journeyman or two, who understand cabinet making to whom good wages will be given by

Campbell and Williams[29]

* * *

Have just received a very handsome Addition to their Assortment of Goods, Suitable for the Present and Approaching Season, which they are opening for sale at their store in Columbia: -- and hope to merit a continuance of their friends and the public customs, as they are determined to sell cheap for Cash, good Hides, Wheat, Rye, Barley, and Hops.[30]

* * *

George Kyler and Son, Potters,

Begs leave to inform the public, that they carry on the business of making Potters Ware, of all kinds, at their shop opposite to the Printing Office, and have now on hand a quantity of well assorted ware, which they will sell on reasonable terms: those purchasing a quantity, shall have a generous discount. Any person wishing to have any particular kind of ware made, their directions shall be punctually attended to, and the prices moderate.[31]

* * *

Going to the mill was one of the features of our kind of life, and it was far from being unpleasant...... Every here and there some thrifty fellow built a horse-mill. A big shed was put up, and covered in, to protect a single pair of very light and cheap mill-stones--sometimes second hand, from a water-mill--and a great wheel on an upright shaft, to which four sweeps were fixed, for the attachment of horses. The wheel was overhead and armed with cogs to transmit the power to the mill. Sometimes they would have a cheap bolting apparatus, extemporized from book-muslin, and sometimes they had none, and if you ground corn it had to be sifted at home. And these mills did not furnish their own power. Each customer took a couple of horses with harness on, and hitched them on to the mill to make the power. Sometimes they would meet others at mill, when they would unite their teams, putting on six or eight horses, and then it would go pretty merrily..... But the mills were a wonderful place to gossip, for you had to be there all day to get a moderate grist done; and there was time to hear and tell a great deal.[32]

---

[29] The Centinel of the North-Western Territory, Cincinnati, September 12, 1795.

[30] The Centinel of the North-Western Territory, Cincinnati, September 12, 1795.

[31] The Centinel of the North-Western Territory, Cincinnati, September 12, 1795.

* * *

James Gillespie

Begs leave to inform his friends and the public in general, that, he has just erected a brew-house on Deer Creek, in the vicinity of Cincinnati, where he means to carry on the malting and brewing business at an extensive rate, where he will give the highest price for barley and hops, in cash.[33]

* * *

I stopped to examine the process pursued for the extraction of salt. The wells that supply the salt water are about twenty feet in depth. For evaporation they make use of brazen pots, containing about two hundred pints. They put ten or a dozen of them in a row on a pit four feet in depth, and a breadth proportionate to their diameter, so that the sides lay upon the edge of the pit, supported by a few handfuls of white clay. The wood, which they cut in billets of about three feet, is thrown in the extremities of the pit. These sort of kilns are extravagant, and consume a prodigious quantity of wood; I made an observation of it to the people employed in the business, to which they made answer, that they did not know there was any preferable mode; and they should follow their own till some person or other from the old Country (meaning Europe) came and taught them to do better. The scarcity of hands for

---

[32] William Cooper Howells, Recollections of Life in Ohio From 1813 to 1840. pp. 136-7.

[33] The Centinel of the North-Western Territory, Cincinnati, September 12, 1795.

> cutting down and conveyance of the wood, and the few saline principles that the water contains when dissolved, occasions the salt to be very dear. It is that scarcity which induces many of them to search for salt springs.[34]

The following notices appeared in The Scioto Gazette and Chillicothe Advertiser in October, 1800:

- "Just received from Philadelphia about 700 yards coarse muslins, from 3 S to 5 S price per yard.

  A quantity of handsome calicoes
  Best Bed - Ticken
  Moreen and other stuffs
  Plain India nankeens
  Men's and women's cotton stockings
  A quantity of writing paper
  Blank Books, different sizes
  School Bibles
  Testaments
  Webster's Spelling Books
  Delworth's ditto
  Primmers
  And a number of other articles, too tedious to mention

  The above goods are perfectly fresh and well laid in, and now offered for sale at reduced prices, for cash, territorial bills, or good corn-fed pork."

- "Immediately from Orleans, of a superior quality to any imported from Philadelphia or Baltimore, and now offered for sale upon the most reduced prices, for cash or pork.

  A large quantity of best Spanish cotton, 3 S 6 per lb cash down, or 3 S 9 if entered upon my books

  Best mulcovado sugar, 2 S a quantity or retail 2 S 3

  Rice - 1 S 3 ditto, or ditto 1 S 6

  Lead - above 10 lb 1 S 3 - retail, 1 S 6

  Spanish Indigo - 1 S 6 per oz

---

[34] F. A. Michaux, "Travels to the Westward." Thwaites, Early Western Travels.

Best Baltimore red clover seed, 4 S 6
per qt.

Timothy seed from Kentucky and a few Hops."

- "From a considerable experience in the mercantile business, I find the long standing of accounts extremely injurious to the merchant--as also attended with disputes, for want of fresh recollection of the parties, which occasions a dislike upon both sides. In order to evade the above difficulty and disadvantage, I think proper to inform the public, that those who may wish a credit, that 90 days hereafter, will be the longest time I shall give, without an adjustment of accounts; at the end of which period, I shall expect the cash, or note on demand--which I think probable will be the best and only means to evade disputes, and continue harmony between the merchant and his customers. I think upon due reflection, my mode of business will meet the approbation of every honest man--and as to the dishonest, I believe no honest method could be devised to merit their esteem."

Law passed by Territory Legislature on December 2, 1799:

> Sec. 1. That each and every miller, or the owner or owners, or occupiers of every water and wind grist mill, now erected, within this territory, shall be entitled to have and receive out of the grain, which shall be ground, in his, her or their said mills, the following rates of toll, in full compensation therefor, to wit; for grinding bolting wheat or rye into flour, one tenth part thereof; for grinding Indian corn, oats, barley and buck wheat, and the same bolting into flour, when required to be bolted, one seventh part thereof.
>
> Sec. 2. That each and every miller, or the owner or owners, or occupiers of each and every horse mill, when the miller...shall find and provide horses for turning the same, shall be entitled to take and receive out of wheat, to be ground and bolted in his...said mills, one fifth part thereof; out of rye, Indian corn, oats, barley and buck wheat one fourth part thereof.

> Wages in the western country, to a labourer or husbandman, are about fifteen dollars ($15.00) per month, and his board, washing, etc. Carpenters, masons, and other handicraft men, average about one dollar and twenty-five cents per day or one dollar and board.[35]

* * *

> Some of the young men paid in work at thirty-eight cents per day, which was the current trade rate for work, though it could be obtained for twenty five cents in cash at almost any time. Young men would engage in farm labor very cheerfully for five dollars to five dollars and fifty cents a month.[36]

* * *

> When I look back to those times I am struck with the scarcity of money, and the difficulty of getting it, and the expedients of barter that were resorted to. For instance, at the stores there were articles that they called cash articles, that you could not buy without money. There were mostly tea, coffee, etc. Leather, iron, powder, lead, and like articles were also of this class. These things could not be bartered for with the produce of the country, except a few products that were treated as of cash value. Among them were linen, cloth, feathers, beeswax, deerskins, and furs, which were not too heavy to transport, and would be taken by wholesale dealers in payment for goods. Among the people in the country trade was conducted on a grain basis. Thus, a day's work in harvest was paid with a bushel of wheat or a bushel and a half of corn or rye or buckwheat. The shoemakers, tailors, blacksmiths, etc., took their pay in grain.[37]

---

[35] John Bradbury, "Travels in the Interior of America" (1809, 1810, and 1811). Thwaites, Early Western Travels, Volume V, p. 287.

[36] William Cooper Howells, Recollections of Life in Ohio From 1813 to 1840, p. 142.

[37] Ibid., pp. 137-8.

> All the mills that the early settlers had, was the hominy block or a handmill. The water-mills or horse-mills were so far off, that it was like going on a pilgrimage to get a grist; and besides the toll was so enormously high--one half being required for grinding the other half--that they preferred doing their own milling.[38]

Comment of Governor St. Clair:

> Corn is made the comparative measure which the persons may accept in lieu of money, and operates very unequally in different parts of the Territory.

The following are notices taken from newspapers in the Ohio region between 1794 and 1803:

- West Indian and dry goods, corn taken equal to cash. Cincinnati Centinel, February 22, 1794.
- Wheat will be accepted in payment of debts. The Western Spy and Hamilton Gazette, November 5, 1799.
- Any person having good beef cattle can turn them in for debts. The Western Spy and Hamilton Gazette, October 17, 1801.
- Lyons and M'Guines, cabinet makers, offered to take the greater part of their payments in merchantable wheat. The Western Spy and Hamilton Gazette, July 9, 1800.
- Cattle and pork will be accepted in payment for goods. Scioto Gazette (Chillicothe) December 18, 1802.
- Some good bar-iron, three or four copper stills, cows under seven years old, and young cattle will also be received and credited at a price agreed on by the buyer and seller. Spy, October 15, 1800.

Money was scarce. People exchanged ginsen, beeswax, and peltries for whatever they desired. Spanish coins were cut into quarters and circulated. Since a dollar varied in value, a law was passed in 1792 permitting officers to demand pay in Indian corn at the rate of one cent a quart. Deerskin passed easily for a dollar.

---

[38] Rev. James B. Finley. Autobiography, p. 73.

THE FRONTIER FAMILY

Questions:

- In the frontier period, in what ways was the role of the father the same as it is today? How does it differ? How is the role of the mother the same and how does it differ?

- In the frontier family, who was "boss"? Who was likely to administer the discipline in the frontier family? Has this changed in modern families? Why?

- In the frontier family, did children have the same rights and responsibilities as they do today? Did this depend on whether they were boys or girls? Were boys' and girls' jobs clearly defined?

- Why might large families be considered an economic asset on the frontier? Are large families considered an economic asset today? Why, or why not?

- How was property inherited in the frontier period? Did the kind of property make any difference as to who got it?

- What members of the family lived together or near each other?

- How much would a frontier child know about the work his father did? How much would he know about what his mother did? Do you know much about your father's work? Mother's work?

- When did boys and girls start to do men's and women's work? How does this compare with our own culture?

- How much of what you eat, wear, and use is produced in your home and how much do you buy at the store? How does this compare with the frontier period?

- What jobs around your house are done by family members and what are done by outside experts? How does this compare with the frontier period?

- How would you define the family system of the frontier period?

- How did the frontier family differ from the Delaware Indian family?

- What jobs were considered suitable only for boys in the frontier period?

- At what age did a boy start to do man's work in the frontier period?

- When and for how long did a boy go to school?

- How did a boy learn his trade or profession?

- Did the amount and kind of education considered essential for a boy differ according to the social position of the boy's family?

- When was a man considered an adult and treated as such? Compare this with our own society.

- At what age did men usually marry? Compare this with the practice in society today.

- At what age could a man vote? Were there qualifications other than age for voting? Have these qualifications changed?

- Describe how a man spent his day in the frontier period. What was the man's year like?

- What were the various occupations, including professions, considered suitable for men? Compare these with those of the present.

- How clearly defined as being suitable only for men were jobs in the frontier period? How has this situation changed?

- What was the attitude of the society towards old men? Where did they live? Does this differ in any way with the attitude in our society?

  Suggested Activity: Ask students to make charts showing the life cycle of the male and female: for instance, at what age did a boy or girl do certain jobs, when he or she went to school, when he or she got married, when he could vote, and what their obligations and responsibilities were at each stage in their life. A companion chart should show the same progression in our society.

- What occupations were considred suitable for women? What professions were suitable for women?

- What was the woman's role in the family?

- What property rights did women have in the frontier period?

- What jobs in the household were performed by girls?

- At what age did a woman usually marry?

- How did girls learn women's work?

- At what age did a girl take on a woman's work? Compare this with our society.

- Where did the materials come from which were used in the household crafts? How much of the food and clothing which were used at home were also made at home?

- How much education was considered suitable for a woman? What type of education was it? Did the kind and amount of education a woman got depend on the social position of her family?

- How much did women contribute to the productive activity of the household? Did the farmer's wife produce anything for sale?

- What were some of the products made in the frontier household which are now bought at a store?

- What was the pattern of a woman's day? A woman's week? A woman's year?

- What specific role did women play in raising her children?

- What was the attitude towards waste in the frontier household?

- Did frontier women engage in community activities? Compare this with our own society.

- Do women perform jobs today which would have been thought unsuitable in the frontier period? Are there jobs which were done by women then which would be thought unsuitable or "beneath" her today?

- What was the attitude of the society towards old women? Where did they live? Does this differ in any way from the situation today?

Law adopted September 2, 1788 at Marietta:

> If any children or servants shall, contrary to the obedience due to their parents or masters, resist or refuse to obey their lawful commands, upon complaint thereof to a justice of the peace, it shall be lawful for such justice to send him or them, so offending, to the goal or house of correction, there to remain until he or they shall humble themselves to the said parents, or masters, satisfaction. And if any child or servant shall, contrary to his bounden duty, presume to assault or strike his parent or master, upon complaint and conviction thereof, before two or more justices of the peace, the offender shall be whipped not exceeding ten stripes.

Law governing marriage in Northwest Territory:

> Male persons of the age of seventeen years, and female persons of the age of fourteen years, and not prohibited by the laws of God, may be joined in marriage.....Male persons under the age of twenty-one years, and female persons under the age of eighteen shall not be joined in marriage without first obtaining the consent of their fathers respectively, or (in case of the death or incapacity of their fathers) of their mothers, or guardians, provided such parents or guardians live within the territory.

Law adopted on December 6, 1799:

> Sec. 12. That every free male inhabitant of the age of twenty-one years, resident in the territory, and who hath been a citizen of any state in the union, or who hath been two years a resident in this territory, and holds a freehold in fifty acres of land, within any county of the same, or any less quantity in the county in which he shall reside, which, with the improvements made thereon, shall be of the value of one hundred dollars.... or is in the actual possession of fifty acres of land, subject to taxation in the county in which he shall be resident, shall be and are hereby declared to be duly qualified electors.
>
> Sec. 13. That every elector shall vote once, and no more, in any election for representatives; and the manner of voting shall be the elector, at any time while the poll of the election is open, to approach the bar in the election room, and addressing the judges of such election, in his proper person, in

an audible voice, to be heard by the judges of the election, and poll keepers thereof, to mention by name the person or persons, to the number of representatives to which such county may be entitled, and the poll keepers shall enter his vote accordingly, and then he shall withdraw.

* * *

The women did the offices of the household, milked the cows, cooked the mess, prepared the flax, spun, wove, and made the garments of linen of linsey. The men hunted and brought in the meat; they planted, ploughed and gathered the corn. Grinding it into meal at the handmill or pounding it into hominy in the mortar, was occasionally the work of either or the joint labor of both. The men fought the Indians, cleared the land, reared the hut, built the fort.

* * *

Nearly every family had their spinning-wheels and loom. With these the girls and young women used to congregate in companies of ten or fifteen, in the spacious rooms of the block houses, and cheer each other at their labors, with the song and sprightly conversation.

They used also to stir up their ambition with trials of skill, in spinning the largest number of skeins in a given period of time.

* * *

Before this the women and children from Columbia early visited Turkey Bottom to scratch up the bulbous roots of the bear grass. These they boiled, washed, dried on smooth boards, and finally pounded into a species of flour, which served as a tolerable substitute for making various baking operations. Many of the families subsisted for a time entirely on the roots of the bear grass; and there was great suffering for provisions until they could grow corn.

* * *

I remember well seeing my mother shearing the wool off it (buffalo skin) and I think I wore stockings made from the wool. It was very common for farmers to tan their own leather for shoes and dress their deer skins for clothing. Buck skin overalls were a common dress at this time (1790's). My father generally tanned his heavy hides such as buffalo and bear and beef hide when he killed one. He was a shoemaker also and generally worked till bed time on his shoe bench. As soon as my sisters were big enough to sit on the loom bench he had a loom provided for them. So the loom was kept up till bed time and us boys were furnished work of some kind also, shelling corn or filling quills for the weaver and indeed very often in the clearing burning brush till nine or ten o'clock at night. Once in a while we could (have) a night to take a hunt for coons and opossums. But it was the custom in father's house to keep all at work of some kind till bed time.[39]

* * *

We lived in log houses; some with two rooms, but more with only one. In 1818, and from then to 1826, very often there was not a family but had one or more cases of ague and fever.....When not sick, women would spin wool for clothes and bedding...Some women had looms in their houses and did their own weaving, and also wove for their neighbors. Now, what with sickness, spinning, weaving, coloring, cutting, making, and mending, (which was not a playspell), besides knitting, dipping candles, making soap, cheese and butter; without carpets or lamps; no sewing machines, no door or window screens; flies and musquitoes plenty.... Perhaps, it was a Providential circumstance, that there were no "Woman Clubs" or "Womans Suffrage Societies," in those days, because women were too busy at home.[40]

* * *

The employments of women were confined to a few occupations. Doing house work, sewing, spinning, knitting and weaving, were their principal labor. They were, in fact, the manufacturers in the household. The mothers and daughters made their own clothing, and mostly that of the men and boys of the family.

In those days, the big spinning wheel was the most important instrument in the house. To run it was good exercise for the girls. The walking to pull out the woolen thread, and run it on the spindle, brought into exercise the muscles of the limbs, expanded the chest, and generally made them active and healthy, and with their exercise in outdoor life made them a race of strong and well developed women. The little wheel was often run at the same time in spinning flax, as well as wool. In the busy time for this work, in almost every household, the hum of the wheels, the merry song of the pretty spinner, with jokes and fun, made pleasant music, and regaled the family with rich enjoyment not excelled by the music of the stage.

---

[39] Thomas Rogers, Sr. "Reminiscences of a Pioneer," Ohio Archaeological and Historical Publications, Vol. XIX (1910).

[40] Maumee Valley Pioneer Association. Woman's Part in Pioneer Home Life, pp. 52-53.

The women, as a general thing did the milking and buttermaking, using the old dasher churn. Except in a Yankee family no man or boy could be induced to milk the cows, it being regarded as woman's work. But wherever a New Englander was found, he and the boys did the "pailing" of the cows.

Usually the women did most of the gardening, and did the necessary cultivation of all sorts of vegetables raised for the table, as well as the flowers for the door yard. They also cared for the fruit, and dried apples, peaches and smaller fruits, besides attending to raising of chickens, turkeys, geese and ducks for home use and market.

The women did most of the marketing, and made the purchases at the village store, or of the traveling pedler, then everywhere found. No girl lost caste by "working out," as it was called, and was treated in all company as those who did not do so. Occasionally a woman would be employed to teach the village school in the summer.

Before the advent of the washboard and the washing machine, the washing of clothes was done by our mothers by rubbing with the hands, or beating them with a stick on a bench made of a puncheon, and wringing them with the hands. The clothes were dried upon a grape vine, where they were fastened with thorns for pins. The flat-iron was then nearly as now, with the exception that never more than one was owned by a family, and neighbors borrowed from each other on ironing day.

EDUCATION

Education in the broadest sense is a socialization process. It helps individuals to become functioning members of their society and culture. In this section we emphasize the role of the family and the school in the education of pioneer youth.

Questions:

- What subjects were taught in the pioneer schools? Compare this with the curriculum in your school.
- What was the relationship between the length of the school year and the farmer's year?
- How did the length of the school year and school day in pioneer Ohio compare with your school year and day?
- How were the costs of education met in pioneer Ohio? How do we finance our schools today?
- Why did pioneer parents make the sacrifices they did to provide educational opportunities for their children?
- Was education as vital for pioneer youth as it is for you?
- Do you think the percentage of youth enrolled in school in pioneer Ohio was as great as it is today? Why?
- What kind of building housed the pioneer school? What kind of equipment was found in the pioneer school? How much of the equipment was furnished by the pupils themselves? In addition to the academic work, what other school responsibilities did pioneer pupils have to assume?
- How was the space inside the classroom organized?
- Do you think the parents of pioneer youth assumed a greater responsibility for the education of their children than today's parents?
- Do you think the pioneer school met the needs of pioneer youth? Would it meet your needs? Why?
- In pioneer Ohio, education was a private matter. Parents assumed responsibility for the education of their children. Today, government assumes great responsibilities for the education of youth. What factors do you think brought about this change?

- How did the education of a Delaware Indian boy and girl compare with the education of a pioneer boy or girl?

__Suggested Activities__:

- Students might be invited to compare their school with the early schools in their community through the analysis of such data as school budget, enrollment by age and sex, kinds of courses offered, number of teachers.

- Mimeograph questions and portions from early textbooks and ask the students to discuss the culture and values held by the people of this early period. Clifton Johnson's __Old-time Schools and School Books__, [1904], Dover, 1963, paper $2.00, is a useful reference for this kind of material.

- Hold a debate such as might have taken place in frontier Ohio on the topic: Resolved, that we should have a free common school in our community.

- Students might write letters to the editor of the local newspaper presenting different sides of the debate over free public schools. Include letters from those who have no children; from those who are able to pay tuition or for private schools; from those who are not; from immigrants.

- The class may be taught for a day as it would have been in the pioneer school. If the classroom has movable desks, the room may be arranged in the pioneer period manner. Students may be given duplicated pages from an old textbook to memorize and to be questioned on. You may divide the class into different recitation groups; assign students to bring in wood, fill the water pail, sweep the floor and dust. Recess games of the period might be played.

- Students might be asked to probe into the things which were taught as __facts__ in pioneer schools and to note those which are no longer accepted as facts today. They might also note those things that were taught then which still has meaning and value for us today and those things that have little or no value for us today. Students could be encouraged to suggest those things they are being taught today that they think will have little or no value in the year 2100.

"My Boyhood"

When I was quite a small boy my mother taught me to spell in Dilsworth's spelling book, before I attended any school. The first school I attended was two miles and a half distant and the path to it was narrow and rugged and passed over a high rock. The school house was built of round logs. One end of it was built like the corner of a fence in which there was a rough stone wall against which the fire was built of such logs as could be rolled or carried in, and thus we had a log heap fire. The floor was native earth, a wide space between two of the logs formed the place for light. There was no loft, clapboards weighted down with heavy poles, formed the roof. The seats were made of timber split into slabs. Our books were Dilworth's spelling book, the new and old Testaments. The new first, then the old. After these any history might be read. Our Arithmetic was in the master's head and sometimes there was none there. All read aloud. The master sat in one corner with a long switch which he used freely in case of idleness or any misbehavior. School commenced as early as we could get there and continued without intermission until twelve o'clock and then after an hour for lunch and play, until just time to get home before dark. Spelling, reading, writing and arithmetic constituted the common school course. Scholars then with few exceptions studied but one thing at a time and made much better progress than children now do when burdened with so many things to study at once. Many of the school teachers were intemperate but they were required to abstain from excessive drinking during term time. This they did not always do. Three months every winter that school could be made was the stated time for that purpose. There were then no free schools. Teachers were paid by those whose children they taught. .... While growing up to manhood I spent but a few winters at school. I made what improvement I could at home. I wrote articles on various subjects and cultivated my oratorical capacity by speaking in the fields or woods where no one could hear me. I read much in the Bible and books on Theology. The Bible was my school book and hence I acquired a taste for reading its attractive style and stupendous miracles. My father read religious books on Sabbath and on winter evenings during the week he read much history. He read aloud and I was an attentive listener and thus gained much knowledge. Every other Sabbath we had a talented and eloquent preacher to whom I was an attentive listener. From these various sources I gained extensive knowledge while growing up to maturity. As soon as I was able to wield a hoe, I went to the farm and took much pleasure in dressing out the corn. ...I also took pleasure in making and keeping my mother's garden. Without aid I learned to make harness for teams and shoes for my father's family and made them neatly. I made my own wedding shoes. I made gates for the farm and could stock plows. I had a propensity to make anything needed about the farm. I had but little propensity to play that is common to boys. I would rather make a neat bed in the garden or a neat pair of shoes than to play. With me it was generally all work and no play.[41]

* * *

Our studies at this school were spelling, reading, arithmetic and writing......The paper used in writing was a pretty good article of fools cap, but unruled. So we had to rule it for ourselves; and each boy was armed with a wooden ruler to which was tied a pencil made of crude lead....Our pens were all made of quills; and making a good pen was part of the art of writing. Our ink was usually made from ink powders, or from oak and maple bark with copperas added to the boiled decoction of these.

One of the most efficient agencies in education in that day was thrashing; and every master scrupulously availed himself of it.

I only went two quarters; and with them closed my period of attendance at school--about the time I was ten years old. I afterward attended an evening school to learn grammar, and at times got private instruction in arithmetic.[42]

* * *

The family got comparatively no schooling; and had it not been for the home-teaching and study, we must have grown up in the most deplorable manner. But father had good taste, with which he inspired us, and mother was fond of teaching us in such studies as she could. After we moved to the place nearer town, I took some night lessons in writing

---

[41] Life of Rev. John Rankin, Written by Himself in His Eightieth Year. pp. 5-7.

[42] William Cooper Howells, Recollections of Life in Ohio From 1813 to 1840.

> and attended an evening school where grammar was the only study......I remember as members of the class men of fifty and boys of thirteen or fourteen.... The teacher was a hatter.[43]

* * *

> What schools we had were called subscription schools, and consisted of an agreement by the patrons of the school to pay the teacher so much per scholar for so many months teaching, generally in the winter season, and conditioned that the "master" should be boarded during the time. As a general thing he was boarded in the several families of the scholars, the time being equally divided among them. The "master" in this way became well acquainted with his patrons and pupils, and made it very desirable on the part of scholars to have him in the family. Generally no women were employed in country schools.
>
> The boys and girls attended and studied together in the same classes, and played together at recess. The master was required to teach reading, writing and arithmetic. About four months during the fall and winter was generally the extent of the school. One of the most interesting exercises of the school was the daily spelling. The master would give out from the books the words for the class to spell. To stand at the head of the class in spelling was a big thing for a boy or girl.
>
> The school house was generally a log cabin, with puncheon floor, clabboard roof and door, greased paper in the windows, the whole end of the house one wide fire-place, with a chimney made of sticks and clay, built on the outside. The benches or seats were split logs with the flat side upper most, with round sticks for legs, on which the scholars sat. The master had the only desk and that was a flat board with four legs standing in the corner. The writing tables consisted of wide split slabs along one side of the room supported by pegs driven in the logs of the house. The wood for the ample fire-place was furnished by the patrons of the school, and the fires made by the boys, alternating around. The distance to be travelled morning and evening

---

[43] William Cooper Howells, Recollections of Life in Ohio From 1813 to 1840, pp. 97-98.

> rendered but little exercise at noon necessary. Yet ball playing, (cat, and corner ball,) foot racing, blind man's buff, were greatly enjoyed by both sexes. Dinner was taken along from home and eaten with a great relish.[44]

* * *

> During my very short stay in Cincinnati, I have seen persons applying to others to read the addresses on packages of goods, or letters, and the sign-boards of merchants. A newspaper, in bewailing the want of schools, feeling observed, that "The Ohian is in many cases growing up to manhood, with scarcely any other intelligence than that derived from the feeble light of nature." Books are scarce. I have seen a biography of General Washington; some notices of the military and naval characters of America; a history of the war; the Pittsburg Navigator; and some small almanacks more frequently than any others.[45]

* * *

> I observed the school-master, an Irish looking old man, with silver grey locks and barefooted, his whole appearance, and that of the cabin which was the school, indicating little encouragement for the dissemination of instruction.[46]

* * *

> The manner, in which our youth are at present educated, is, to many, a subject of serious regret. While the state is rapidly improving in agriculture, commerce, and manufactures, and the people becoming wealthy and independent; the education of their children seems to be almost entirely neglected. The common schools in the country, where the inhabitants are induced to support them, are instituted, in most cases, solely by the exertions of the teacher. They are continued but a small portion of the year,

---

[44] Martin Welker, Farm Life in Central Ohio Sixty Years Ago, pp. 7-12.

[45] James Flint, "Letters From America." Thwaites, Early Western Travels, Volume IX, p. 153.

[46] Fortescue Cuming, "Sketches of a Tour." Thwaites, Early Western Travels, p. 213. Description of school in 1807 on the road from Chillicothe to Bainbridge.

> and from the little interest existing in their favor, are generally but indifferently conducted. In many places, the robust, native sons of Ohio are growing up to manhood, with scarcely more intelligence than can be gleaned from the bare light of nature....[47]

* * *

> Perhaps my young readers may think that punctuality and punctuation mean the same thing; but I will soon show that there is a great difference. Punctuality means, Doing things at the proper time; but punctuation means, Placing the proper Stops and Marks in sentences: thus, you see, these words mean very different things..........
>
> It is the fashion of every one to be making excuses for want of punctuality. The shoemaker, the tailor, the blacksmith, the carpenter...all sorts of workmen neglect to fulfil their promises and then they make excuses...Those who break their promises often, have... to make such excuses as will make others think them innocent: and such men are not to be trusted.[48]

The farmer's almanac, from which the following source material is taken, was published annually in Ohio and had a wide circulation. The almanac was both a calendar and a magazine. The following quotation is from the edition of 1823. In this edition of the almanac the author, whose pen name was Solomon Thrifty, urges parents to send their children to school.

> The first and most important advice which he [Solomon Thrifty] can give, is, to send your children to school. He says it is a disgrace to a freeman to let his children grow up without being able to read, write and transact business. He thinks it is a shame for a man to go to the polls, who cannot write his vote. ______ Education, says he, is the soul of the republic; and every American, who neglects to educate his children, he considers not only a bad father, but a traitor to his country......
>
> If you have no school in your neighborhood, let it be your first care to establish one. --- It will

---

[47] Supporter (Chillicothe), November 4, 1818.

[48] William H. McGuffey, The Eclectic Third Reader, pp. 21-22.

be a great blessing to your children, and a lasting benefit to society.[49]

* * *

"Knowledge is power," said a very wise man. To get knowledge then is the best means for helping ourselves or others. ....[50]

* * *

It was not until the year 1809 that any efforts were made towards the establishment of a library in this place (Cincinnati)... The library was not opened until April 1814. It has about 800 volumes... The library is kept open one day in each week.[51]

---

[49] The Freeman's Almanack or Complete Farmer's Calendar for the Year 1823, "Maxims and Advice of Solomon Thrifty." (No page number; refer to page having title: January).

[50] William S. Cardell, The Happy Family or Scenes of American Life: Designed for Well Instructed Children of Seven Years Old and Upwards, Second Edition, p. 11.

[51] Daniel Drake, Picture of Cincinnati, p. 160.

RELIGION

In this section, the impact of religion on society, not doctrinal or theological matters, is examined. However, students should understand that the frontier period was one in which doctrinal questions, which in some cases may not be familiar today, were debated with great earnestness and emotion.

The predominant religious persuasion in frontier Ohio was Protestantism. The Methodists, the Baptists, and the New Lights, a schismatic sect which seceded from the Presbyterian Church, dominated the religious life of frontier Ohio. Other denominations found in frontier Ohio included Presbyterians, Congregationalists, Disciples of Christ, Quakers, Lutherans, Unitarians, and Catholics.

At the time Ohio was being founded, one of the greatest spiritual awakenings in our history was taking place. The Great Revival, which had northern Kentucky as its focal point, spread into Ohio. Camp-meetings with their scenes of unrestrained religious emotionalism attracted large numbers of people. As a result of this Great Revival, old creeds were supplanted by new points of view and forms of church government and practices underwent considerable modification.

Questions:

- Which were the first churches founded in your community? Are these churches in existence today? Have any of them disappeared? If some have disappeared, why did they disappear?
- What was the role of the church in frontier Ohio? What activities commonly carried on by the pioneer clergy and church are still continued today? Which have disappeared? What new activities have been added?
- How were new churches organized? What frequently served as the meeting place until a church could be built? What kind of churches were built in the frontier period?
- What kind of training was required for ministers? Were all ministers full time?
- What were some of the social concerns of the church? What were some of the reform movements that attracted the support of the church?
- How were the churches affected by frontier conditions? What changes did they make in order to meet frontier conditions?

The public are notified, that a meeting of the Association of Chillicothe and its vicinity for surpressing vice will be held on Thursday the 9th inst. at the Presbyterian Meeting House in this town, at two o'clock in the afternoon.

The object of this society is to endeavor to surpress vice and immorality of every kind, to encourage order and morality, and to aid civil officers in the due execution of the laws respecting vice and morality.[52]

* * *

The Female Society of Cincinnati for Charitable Purposes reported their expenditures for year 1815 as follows: Missionaries in Louisiana $20, for purchase of Bibles $59, for the Theological Seminary at Princeton $60, for tracts $5.[53]

* * *

Zanesville Sunday Schools

From the M. Messenger

A number of the young ladies of the place organized themselves into a society in March, 1817, for affording instruction to children on the Sabbath..... The happy effects produced by the female school at length gave rise to an association of a number of gentlemen of the place, to aid and assist in extending its benefits. This society, by its managers, have now under their care the male scholars, who are taught by six or eight teachers of their own sex, the girls on one side, and the boys on the other side of the court house.[54]

---

[52] Supporter (Chillicothe), January 4, 1812.

[53] Liberty Hall, October 16, 1815.

[54] The Weekly Recorder, Chillicothe, Ohio, January 8, 1819.

117

> The citizens of Chillicothe, who are disposed to encourage Sabbath school instruction, are requested to attend the court house on Tuesday next at four o'clock P.M. to devise and adopt efficient measures for the promotion of this important object.[55]

* * *

> The average Baptist preacher...was just an ordinary American farmer who, like St. Paul, made his own living and gave what time he could to the preaching of the Gospel. They might be well characterized as farmer preachers.... Their church government was a pure democracy, in which every member had an equal chance to express his views...
>
> The process of forming a Baptist Church on the frontier was a relatively simple matter. There were no high church officials to consult; no bishops or presbyteries, synods, or conferences to be called in for advice....nor was there expenses involved. The minister was unsalaried; ground for a church building would be donated and the neighbors whether Baptist or non-Baptist would be more than glad to donate their services in the erection of a log meeting house.
>
> One advantage of the Methodists was the circuit system. [It] was admirably suited to meet the needs of a new country where people were living in scattered communities. The circuit-rider preached every day in the week, except on Monday - that day he rested. His preaching places often numbered from twenty-five to thirty..... (His average pay was $100 a year and traveling expenses.)
>
> In addition to the circuit-rider, who gave his full time to the ministry, the Methodists also had their farmer-preachers.....
>
> Methodist theology was ideally suited..... [to] the frontier. It was the gospel of free grace, free-will and individual responsibility to God.[56]

---

[55] The Weekly Recorder, Chillicothe, Ohio, August 14, 1818.

[56] William N. Sweet, "Religion and the Westward Movement," OSAHQ, Vol. 50 (1941), pp. 71-83.

Stories of the founding of Methodist congregations are remarkably similar. A young preacher, scarcely distinguishable from an ordinary traveler either in dress or manner, would alight at a cabin and inquire if there were any Methodists in the neighborhood. Having located a few of the faithful, an evening service was arranged at which a local organization or "class" was formed. As the circuit-rider left the next morning he appointed a time and place for a preaching service when next he would come that way. Within a few years a thriving church with a resident pastor would develop from such a nucleus, and the circuit-rider would have moved to another frontier.[57]

* * *

I lately returned from visiting the camp meeting of Wesleyan Methodists...on approaching the scene of action, the number of horses tied to fences and trees, and the travelling wagons standing in the environs, convinced me of the great magnitude of the assemblage. Immediately round the meeting a considerable number of tents were irregularly disposed. Some of them were log cabins that seemed to have served several campaigns, but most of them constructed by poles, covered over with coarse tow cloth.

These tents are for the accommodation of the people who attend the worship for several days, or for a week together.... 2 gazed on a preacher vociferating from a high rostrum, raised between two trees, and an agitated crowd immediately before him, that were making a loud noise, and the most singular gesticulations which can be imagined.... I discovered that the turmoil was chiefly confined within a small inclosure of about thirty feet square in front of the orator, and that the ground occupied by the congregation was laid with felled trees for seats. A rail fence divided it into two parts, one for females, and the other for males... The inclosure already mentioned was for the reception of those who undergo religious awakenings, and was filled by both sexes, who were exercising violently. Shouting, screaming, clapping of hands, leaping, jerking, falling, and swooning. The preacher could not be distinctly heard, great as his exertions were. (I could hear members saying) such vociferations as glory, glory, power, Jesus Christ,--with "groans and woes unutterable."

---

[57] William T. Utter, "The Frontier State," History of the State of Ohio, Vol. II, Ohio State Archaeological and Historical Society, p. 373.

In the afternoon a short cessation was allowed for dinner, and those deeply affected were removed to tents and laid on the ground...... Separate tents, in which one or more persons were laid, were surrounded by females who sung melodiously. It is truly delightful to hear these sweet singing people...

After dinner another orator took his place. The inclosure was again filled with the penitent...... and a vast congregation arranged themselves...in the rear. A most pathetic prayer was poured forth, and a profound silence reigned over all the camp, except the fenced inclosure, from whence a low hollow murmuring sound issued. Now and then amen was articulated in a pitiful and indistinct tone of voice........a tune was struck up and sung with grand enthusiasm. The worship now proceeded with a new energy; the prompter in the pulpit had succeeded in giving it an impulse, and the music was sufficient to preserve emotion. My attention was particularly directed to a girl of about twelve years of age, who while standing could not be seen over her taller neighbors; but at every leap she was conspicuous above them. The velocity of every plunge made her long loose hair flirt up as if a handkerchief were held by one of its corners and twitched violently.

About dusk....large fires of timber were kindled, which cast a new lustre on every object. The white tents gleamed in the glare. Over them the dusky woods formed a most romantic gloom..... People were constantly passing out and into the ring in brisk motion, so that the white drapery of females, and the darker apparel of the men were alternately vanishing and reappearing in the most elegant confusion. The sublimity of the music served to give an enchanting effect to the whole.

Late in the evening a man detached himself from the crowd, walking rapidly backward and forward and crying aloud: "I have been a great sinner, and was on the way to be damned; but am converted now, thank God--glory, glory!" He turned round on his heel occasionally, giving a loud whoop.

At half past two A.M. I got into a tent, stretched myself on the ground, and was soon lulled asleep by the music. About five I was awakened by the unceasing

> melody. At seven, preaching was resumed; and a lawyer residing in the neighbourhood gave a sermon of a legal character.
>
> At nine the meeting adjourned to breakfast.... You can form no adequate idea of a camp meeting from any description which can be given of it. Any one who would have a complete view of enthusiasm can only obtain it by visiting such a meeting and seeing it himself.[58]

---

[58] James Flint, "Letters from America." Thwaites, Early Western Travels, Volume IX, pp. 257-264.

TRANSPORTATION AND COMMUNICATION

The improvement of means of transportation and communication was of vital concern to the early settlers of Ohio. Road making was an indispensable effort of pioneering.

Questions:

- Why was the improvement of transportation and communication facilities so vital to the early settlers?
- What factors influenced the location and building of the early roads in Ohio?
- How did the building of roads affect the settlement of Ohio? Affect the economy of Ohio? Affect the lives of individuals?
- Who built the roads? What materials were used in the construction of the roads? What tools were used? How were the costs of road building met? How much government aid was involved? Was there a licensing system connected with transportation? To what extent was transportation a private or individual activity? To what extent was it a public activity? Why were ferries used to cross rivers rather than bridges?
- Was taking a trip in frontier Ohio a pleasant experience? What were some of the dangers, inconveniences, and hardships the traveler had to endure? What attempts were made to lessen the dangers, inconveniences, and hardships associated with travel in frontier Ohio?
- What and where did travelers eat along the road? Were Howard Johnson's restaurants plentiful at that time? Why not?
- To what extent did transportation involve specialized occupations?
- How did the sources of power for transportation change during the frontier period?
- How did improved transportation affect communications?
- How did people in frontier Ohio find out what was happening in other parts of the United States and the world?

- Would a thirteen year old boy or girl living in frontier Ohio consider a town ten miles away "far away"? Would you today? Why, or why not?

- Did most frontier families and settlements have libraries? What kind of books, magazines, and newspapers would be found in a typical frontier home?

- At present it takes about 90 minutes for a space vehicle to orbit the earth. How far could one travel in that length of time in the frontier period by foot? By stagecoach? By boat?

- What changes in transportation and communication would a person born in 1760 see by 1825? Compare this with a person born in 1900 and living in 1960.

- Compare the way a message might be delivered in 1800 and at the present in the following cases:

    A family in Marietta wanting to notify relatives in Cincinnati of a forthcoming visit by their son.

    A merchant in Wheeling wants to inform a customer in Zanesville that his shipment of goods will be later than promised.

- Why was improving the means of transportation so much more vital to the pioneer than to the Delaware Indian?

Suggested Activities:

- Write a letter dated 1802 to a friend describing a trip from Pittsburg to Maysville to Chillicothe. You might discuss the conveniences and inconveniences of travel, the accommodations provided travelers, the dangers and difficulties encountered, the people you met.

- Construct a series of maps in order to show:

    The relationship of roads to Indian trails, buffalo trails, the topography of the land.

    The route of the National Road and its relationship to other states and the topography of Ohio.

- Prepare a chart or graph showing speeds of travel by the various means available in pioneer Ohio.

The primary road system of Ohio at the time of the Revolution consisted of Indian trails. Of these, there were three main north and south trails, following approximately the course of the rivers--the Maumee-Miami, the Sandusky-Scioto, the Cuyahoga-Muskingum. From Sandusky Bay three trails ran to the east, one along the lake shore, one to the Mahoning Valley, and one toward Pittsburgh. The vicinity of Columbus was also well marked in this primitive transportation system, since from that point on the scioto trail three branches extended eastwardly, two intersecting the Muskingum route and one leading to the valley of the Hocking and the mouth of the Kanawha.

The trails became the foot paths and bridle paths of the white traders and explorers. The first armies that invaded Ohio soil followed them. They no doubt had some influence in determining the location of such cities as Marietta, Cincinnati, Portsmouth and Sandusky. The pack-horses widened these trails, but when the permanent settler followed close on the heels of the trapper and trader he brought with him the wagon or cart, and the trail was turned into a road. With the advent of the freight wagon and stagecoach, improvement was imperative, since a wheeled vehicle could not follow the narrow, devious trail of the pack horse, such improvement, except in the case of the National Road, consisted largely in clearing the way of trees and brush, some cutting down of embankments, filling in holes or swampy spots with logs. Stumps a foot high were not considered a serious obstacle.

Some legal provision was made in territorial laws for the laying out of roads in the counties. Road making was an indispensable effort of pioneering, and cooperation in making necessary highways would have taken place regardless of laws. The first important incentive to build roads other than these purely local thoroughfares was supplied by the act of Congress in 1803 dedicating to the new state three per cent of the proceeds from the sale of public lands to be applied "to the laying out, opening and making roads within the said State, and to no other purpose whatever."

This three per cent fund was the first "federal aid" to highway construction in Ohio. The first payment into this fund amounted to $17,000........ An act of 1804 provided for seventeen of such "State roads," each to be 56 feet wide. In some cases they coincided with county roads..... The three per cent fund was used chiefly in the laying out of roads, in the construction of bridges, while the chief work of construction and maintenance had to be taken over by the counties or townships. But the counties in many cases expended little or nothing in this direction. Ross County's total outlay on roads and bridges for 1813-14 being less than ninety dollars.

But after 1810 the favorite method for getting improved highways was by granting franchises to turnpike companies, who for the privilege of erecting tollhouses and charging fees for everything that passed, agreed to keep the road in repair and in some cases to maintain a surface of gravel or crushed stone.

By 1810 the system of State roads, projected from the three per cent fund, connected all the important settlements of Ohio south of the Greenville treaty line, Indian boundary....while they were not broad, smooth highways in the modern sense, they marked the beginning of a system of intercommunication. They were the freight, mail and passenger routes of the time. It is significant that all of them led to the Ohio River, either directly or to its tributaries. Many of our early important towns had the combined advantage of land and water transportation.

* * *

Except for Indian trails and military roads, Zane's Trace was the first of Ohio's through highways. The Trace itself followed in part the route that had first been beaten down by the buffalo and then by the Indian. The buffalo trail usually followed the hard, dry ground of the ridges, and was therefore often circuitous.

Early in 1796 Ebenezer Zane in a petition to Congress set forth that he had at considerable expense explored and in part opened a road between Wheeling and Limestone (Maysville, Kentucky), but that because of the several intervening rivers the road could not be used by the public until ferries were established. He offered to provide the ferries if the government granted him sufficient quantities of land for that purpose at the Muskingum, Hocking and Scioto rivers. The act of Congress in 1796 authorized the grant to Zane of a tract not more than a mile square at the crossing of each of these three rivers.

The work of blazing the Trace was done during 1796-97. It was trail making rather than road making. Underbrush and fallen trees were removed, some of the low spots were covered with trunks of trees, fords were located at the smaller streams and ferries at the rivers...... Inns were established by the roadside, and in several cases towns developed around the inns.[59]

* * *

Many of these are very good during about eight months in the year. From Columbus to Chillicothe is such a road, but it needs more bridges across the streams, and should be thrown up in the form of a turnpike, so that no water would stand on it. The difficulty of procuring stone to cover it, is a misfortune. We have not in this region any good hard limestone near us....all the stone we have fit for the purpose is in the beds of our streams. These pebbles will one day be used by those who come after us. All our common roads are not what they should be.... Every man in the state is taxed annually, two days work on our roads. We have a small amount from the United States on the sale of their lands, and a tax on our property, in aid of our poll tax, appropriated yearly for road purposes. The best common roads are now, perhaps, in New Connecticut. Their roads in that part of Ohio are straight, and much labor is expended on them by the people......... We need in the State, ten thousand additional bridges. We need wider and better roads.[60]

* * *

After coming to a flooded creek, where there was neither bridge nor boat, I waited for the mail coach. The road is in several parts no other than the rocky bed of the stream. It also crosses the same creek four or five times. After riding a few miles, I left the coach. There is no great degree of comfort in travelling by this vehicle; stowed full of people, baggage, and letter bags; the jolting over stones, and through miry holes, is excessively disagreeable; and the traveller's head is sometimes knocked against the roof with much violence. A large piece of leather is let down over each side, to keep out the mud thrown up by the wheels.

---

[59] Ohio Reference Library, Vol. I, pp. 162-167.

[60] Caleb Atwater, A History of the State of Ohio, pp. 280-284.

The roads in this western country are of the natural soil. They are merely avenues through the woods; felling and rolling away the timber being, in most cases, all the labour which is bestowed upon them. Withered trees, and others blown down by the wind, lie across, forming obstructions in many parts.[61]

* * *

But to our joy and suprise we found a cabin on Paint Creek (near Chillicothe). Here we turned in for the night and a dreadful night it was. The cabin had a roof but no door shutter and no chinking nor daubing. There was a woman and two or three children. Her husband was not at home. He was out on a bear hunt. So we cut and got in plenty of wood and kept up a large fire all night, the snow pouring in through the cracks of the cabin. The women and children took one corner, laid down what bedding they had and covered (themselves) with deer and bear skins. Just at night two (other) travelers came in also. So we all lay on the floor the best we could. We (were) glad to see day. (Winter of 1797)[62]

* * *

Our way of passing the night was simple. We put ashore, and tied the boat to a log or stake; took in firewood, which was plentiful all along the banks; made a fire for cooking, and slept under the cover in our clothes, wrapped in a blanket. In the morning we lost no time in dressing, having only to loosen our cable, and get under weigh.[63]

---

[61] James Flint, "Letters From America." Thwaites, Early Western Travels, Volume IX.

[62] Thomas Rogers, Sr., "Reminiscences of a Pioneer," Ohio Archaeological and Historical Publications, Volume XIX (1910).

[63] Flint, op. cit., p. 110.

The specifications for the road to be built from the western boundary of Pennsylvania to the new settlement at Cleaveland in 1798 at the cost of $2,600 provided - that the "small stuff" should be cleared for a width of 25 feet, and the timber girdled for 33 feet, with bridges where streams were not fordable.[64]

* * *

For probably seven or eight years, (this refers to settlements near present day Columbus) there was no post-office nearer than Chillicothe, and when other opportunities did not offer, the men would occasionally raise by contribution the means, and employ a man to go the moderate distance of forty-five miles to the post-office to inquire for letters and newspapers.

* * *

"Thursday November 17, 1801. Left Chillicothe this forenoon on a tour to Cincinnati, to notify Stephen Wood of his election as one of the electors of President and Vice-President of the United States. In the evening reached the house of Thomas Dill, about half a mile below the crossing of Paint Creek, sixteen miles from Chillicothe, and put up for the night, Friday 18th. Started early, and passing Bainbridge, proceeded eight miles to Nathaniel Willis's at 'Willis's Cross Roads', and breakfasted. Mr. Willis was formerly editor and proprietor of the 'Scioto Gazette', newspaper, published in Chillicothe. After selling out there he settled on this farm, and kept public house. In the afternoon passed through the village of New Market, and some time before night reached the cabin of Mr. Porter; where, finding that it was fifteen miles to the next house, I remained till morning.

"Friday, 19th. Set off very early, having nineteen miles to ride before breakfast, and very soon I entered the 'White Oak Swamp', which continued for thirteen miles. The mire in the road was so deep that I found it impossible to pursue it without sticking fast, and had, therefore, to abandon it, and press through the dense and brushy forest on one side or the other. While in the midst of the swamp a violent storm of rain, with lightning and thunder, arose, which continued for two hours, the rain falling in torrents all the time. Of course I was thoroughly wet, and even the feet of my boots were filled with water. Reached Williamsburg about noon and breakfasted, and dried my clothes as well as I could, and proceeded on my journey, intending to reach Newton, eighteen miles, before dark. But night overtook me five miles short of the town, and I had to plow through the mud, slowly and carefully, the darkness being so great that no object was visible save the opening through the tree-tops overhanding the road on either side. Stopped for the remainder of the night at a mean, dirty tavern, kept in a dilapidated, unpainted little frame house on the south side of the main street in Newtown, the only public house, I believe, in the place.

---

[64] James B. Finley, *Autobiography*, pp. 115-16.

"Sunday, 20th. When I left home on Thursday, I expected to have reached Cincinnati yesterday afternoon, and could have done so but for the rains and muddy roads. But rather than spend the Sabbath in such an uncomfortable and filthy hovel, I determined this morning to push on to Cincinnati, ten miles further. Set off at an early hour, and on reaching the Little Miami river, two miles distant, I found it so swollen with the heavy rains of yesterday as to be past fording. There being no ferry boat nearer than the mouth of the river, about four miles below, I was obliged to clamber along the steep hillside and through densely wooded bottom, there being no road opened, and not even a path. Being ferried over, I proceeded on through Columbia, and reached Cincinnati about eleven o'clock, and put up at Carpenter's inn. Here I learn that Mr. Wood, for whom I have the Governor's notice of his election, is expected in town today or tomorrow. . . ."

* * *

Established rates to be charged for use of Benham's Ferry at Cincinnati, 1792.

6¢	for a single person
18¢	for a man and horse
100¢	for a wagon and team
18¢	per head for horned cattle
9¢	each for hogs

Towns	Inns	Distance in Miles[65]
From Marietta to Newport	Dana's	16
	Williamson's	14
	McBride's	12
Hurd's ferry accross the Ohio	Hurd's	12
Fish Creek	------	8
Grave Creek	Bigg's	12
Wheeling	Goodwin's	12
Donegala	------	23
Washington	Indian Queen	9
Brownville or Redstone	Jenkinson's	12
Union-Town	Collin's	12
Connelsville	Welles'	12
Chestnut Ridge	Woodruff	9

* * *

In the latter part of the year 1799, a mail route was established along Zane's trace, from Wheeling to Limestone. The mail was carried through on horseback, and, at first, only once a week. This was the first established mail route through the interior of the territory.

* * *

Chillicothe, Thursday,
May 14, 1801

The Eastern mail arrived last evening, but brought no papers except those due last week: We are happy, however, to find, that measures have been taken to enquire into and remove the causes of the frequent failure in the regular arrivals of the mails, and that they are shortly to arrive in this town, both from the eastward and westward twice in each week.[66]

---

[65] "Harris's Journal," 1803. Thwaites, Early Western Travels, Volume III, pp. 371-2.

[66] The Scioto Gazette, May 14, 1801. (Reprinted from Wheeler, Robert C. Ohio Newspapers...A Living Record, p. 135)

The early settlers [in Medina County] got their meal ground at a log mill at Middlebury; although but about 20 miles distant, the journey there and back occupied five days. They had only ox-teams, and the rough roads they cut through the woods, after being passed over a few times, became impassable from mud....

Owing to the want of a market, the products of agriculture were very low. Thousands of bushels of wheat could at one time be bought for less than 25 cents per bushel, and cases occurred where 10 bushel were offered for a single pound of tea, and refused.[67]

* * *

OHIO PACKET BOATS - Two boats, for the present, will start from Cincinnati to Pittsburgh, and return to Cincinnati, in the following manner, viz:

First boat will leave Cincinnati, this morning, at eight o'clock, and return to Cincinnati; so as to be ready to sail again in four weeks from this date.

Second boat will leave Cincinnati on Saturday, the 30th instant, and return to Cincinnati as above.

And so, regularly, each boat performing the voyage to and from Cincinnati to Pittsburgh, *once in every four weeks*.

Two boats, in addition to the above, will shortly be completed and regulated in such a manner that one boat of the line will set out weekly from Cincinnati to Pittsburgh, and return to Cincinnati in a like manner.

The proprietor of these boats having...considered the many inconveniences and dangers....of navigating the Ohio, and being influenced by....a desire of being serviceable to the public, has taken great pains to render the accomodations on board the boats as agreeable and convenient as they could possibly be made.

No danger need be apprehended from the enemy, as every person on board will be under cover, made proof to rifle or musket balls....[68]

---

[67] Henry Howe, *Historical Collections of Ohio*, p. 348.

[68] *Centinel of the North-Western Territory*, January, 1794.

And be it further enacted That every male inhabitant of sixteen years of age and upwards on being duly warned to work on the high-ways by the supervisor in the township to which such inhabitants may belong shall repair to the place and at the time by the said supervisor appointed with such utensils and tools as may be ordered him wherewith he is to labour and their abide and obey the direction of such supervisor during the day in opening and repairing the high-way. And this duty every male aforesaid shall be subject to perform so many days not exceeding ten in each year as may in the opinion of the supervisor be necessary for the opening of new and repairing of old high-ways.

(Failure to work necessitated paying fifty cents to the supervisor.)

* * *

Law passed by Territorial Assembly November 15, 1799:

Sec. 1. That whenever it shall be found necessary to establish a public ferry over any river or creek, within the territory, the general assembly, on due application to them made, by the proprietor of land on either side, may establish and confirm the same, by a special act for that purpose. Provided always, That no application shall avail the proprietor, unless his or her intentions relative thereto have been published in the public papers of the county; and if there be no public press in the county, then in, at least, three of the most public places of the township in which such ferry is prosed to be established, three months previous to the making of such application, and shall, moreover, have published his or her attentions by advertisement on the door of the court house of the proper county, for three days successively, during the sitting of the court, within the time above mentioned.

Sec. 2. That the court of general quarter sessions, in every county, be, and they are empowered, authorized and required, to fix, from time to time, the rates which each ferry-keeper shall hereafter demand for the transportation of passengers, waggons, carriages, horses, cattle, and c. at any ferry now, or hereafter to be established in their respective counties within this territory, having due regard to the distance which the ferry boats have to travel, the dangers or difficulties incident to the same, and the state and condition of the river or creek, over which such ferry is established.....he will give passage to all public messengers and expresses, when required, from time to time, without any fee or reward for the same.

Sec. 4. each and every ferry keeper shall keep a good and sufficient boat, or boats, if more than one be necessary, with a sufficient number of able and skillful men to navigate the same, and to give due attendance to the said ferry, or ferries, and the transportation of all persons, who shall apply for the same, during the day time, that is to say, from daylight, in the morning until dark in the evening, that no unnecessary delay may happen to persons having occasion to use the same. Provided always, That all ferry-keepers shall be obliged, at any hour of the night, if required (except in cases of evident danger) to give passage to all......persons requiring the same, on their tendering and paying double the rate of ferriage allowed to be taken during the day time.

* * *

To James Bacon Lately From Meadville, Penn.

Not knowing where a letter will find you I have taken this method to inform you that your family have arrived safe at Marietta, O. and there shall continue till you come or send for them. I have understood that you was here about 3 weeks ago and that you left, probably, in search of me and my family. The cause of our not arriving sooner is, that we were detained 3 weeks by the ice in French Creek and 8 days at Wellsburgh Va. before we could descend the river.

Marietta, Jan. 1, 1818

Sally Bacon[69]

* * *

The (stage) coaches were stoutly constructed, with leather suspensions for springs, with inside dimensions for nine persons. ..At the rear each coach was provided with a capacious boot for the accommodation of saratoga trunks and mail-bags. The driver had an elevated outside seat in front, and proudly pulled the strings on four spirited horses, which were driven in relays of ten miles, and under favorable circumstances would...make eight miles an hour...it was nothing unusual in a distance of two hundred miles to find the coaches fifteen to twenty hours behind the schedule time.[70]

---

[69] Columbus Gazette, March 19, 1818.

* * *

The wagons for freight were large and strong, and, having a cover of white canvas, gave them the name of "Prairie Schooners." They were usually drawn by six horses, and on long routes traveled in companies; and trains could be seen moving slowly along in line, all laden with merchandise of the East, or on their way East, carrying the products of Ohio industry to an eastern market.... The teams were composed of large draft-horses. The "near" wheel-horse carried a saddle, in addition to his harness, for the accommodation of the driver.

* * *

A back-woods tavern.....is a log, a frame, or a brick house, frequently with a wooden piazza in front.....on the top of the house is a small bell, which is twice rung before meals. Immediately after the second peal, travelers and boarders assemble around the table, where they commence eating without preface...the governor of a state, or a general of the militia, may be seen side by side with the waggoner..... We breakfast and sup on coffee or tea, accompanied with plenty of beef, bacon, chickens, and eggs. The hostess takes her seat at the head of the table, and dispenses the tea. One or two hired people wait at table. At dinner, wheaten and Indian corn breads, beef, pork, venison, wild turkey, geese, and poultry, are staple articles; with a profusion of vegetables, such as cucumbers, onions, cabbages, beans, and preserved fruits. Lodging in taverns has not generally all the convenience that could be wished for. It is common to see several beds in the same room...water is rarely to be met with in bed-rooms; washing is of course, performed under a shed behind the house, or at the pump.[71]

---

[70] N. E. Jones, The Squirrel Hunters of Ohio, pp. 301-2.

[71] James Flint, "Letters From America." Thwaites, Early Western Travels, Volume IX, pp. 161-162.

GOVERNMENT

The Ordinance of 1787 made formal provision for the government of the Northwest Territory. Some insights into the values and needs of this period of our history might be derived from a study of this ordinance. However, some agreement should be made with the American history teacher to avoid the duplication of effort in teaching this material.

Questions:

- What three stages of government for the Northwest Territory was created by the Ordinance of 1787?
- What provisions contained in the Ordinance of 1787 seem contrary to your concept of frontier democracy and to our concept of democracy? What provisions of the Ordinance are in keeping with our concept of democracy?
- Would you agree or disagree with this statement? "The authoritarian government, provided by the Ordinance of 1787 during the first stage, met the needs of those who settled the north bank of the Ohio in the late 1780's."
- What reasons can you give to explain the growing discontent with the territorial government which resulted in demands for statehood?
- What provisions in the Constitution of 1802 reflect the values and needs of the Ohio pioneer? What controls did the Constitution of 1802 place on property, the governor, the State House of Representatives, the Senate, and the courts?
- What significant weaknesses did the Constitution of 1802 contain?
- What conditions prevailed in the early settlement period that made it necessary for the settlers to create local governments?
- How would you describe early local governments in frontier Ohio?
- What comparisons can you make between justice in frontier Ohio and justice today?

- During the frontier period, what persons were denied the right to vote? What groups of people were denied the right to vote by land ownership requirements (day laborers, squatters, tenants)? What arguments can you give for and against property qualifications for voting?

- What does having the right to vote tell you about how a society values the individual?

- Are there any current proposals for changing voting qualifications in Ohio? If so, what are they?

- During the frontier period, what requirements had to be met for holding public office that no longer prevail?

- Did frontier government assume responsibility for the poor, the aged, the orphan, and other less fortunate people? Why, or why not?

- Would you say that our society today is more or less concerned with the rights, the privileges, and the well-being of the individual than in frontier Ohio? What evidence can you give to support your answer? There have been many words written and spoken associating democracy and the frontier. Do you think frontier Ohio was more democratic or less democratic than Ohio today?

Suggested Activities:

- To help students sense the feelings of the unenfranchised and the issues involved regarding voting rights, divide the class into boys and girls who own bicycles as enfranchised and all others as unenfranchised. Submit to the class for vote the issue of going on a field trip or whether homework should be assigned. Permit only the enfranchised to vote. Ask the students to write or discuss his reaction to the justice of this situation. You might then ask both groups to vote on and discuss a $10 per year tax for bicycle owners to help pay for streets and police protection. Note should be made as to whether those who don't have to pay the tax are more likely to vote for the tax?

- Make a chart comparing the early government of your community with the present government as to the number of employees, costs of operation, services offered, financing. How do you explain the differences in government then and now?

In the early white settlements in Ohio, informal local governments were organized prior to their formal creation by federal authority.

In Marietta, at the first meeting of the directors and agents of The Ohio Company, it was resolved. "That a Board of Police be appointed for the regulation of the settlement.... That the Board draw up a plan or system for the Government of the settlement, to be laid before the proprietors present, as soon as may be." Two days later these regulations were written out and posted on the trunk of a large beech tree near the mouth of the Muskingum.

* * *

Luke Foster, one of the original settlers, at Columbia, tells us that there was no need of an elaborate law code at the beginning of the settlement. He admitted that some regulation was necessary and this "was both summary, and energetic, the cheap without tea or cost." He related this incident concerning the theft of a barrel of flour. Upon discovery of his loss, the owner enlisted the aid of the first man he met who

> proposed to search every house, and add every housekeeper to their party, as they went on, until they numbered 13, the next man, refused their admittance, but the determined serch prest forward, and found the barrel of flour under the bed. The 13 first formed themselves into a court, and determined the punishment, then provided each a good whip, tied up the culprit to a thorn tree and gave him three stripes each...the property being restored all was settled.

* * *

In Cincinnati, the same type of frontier justice was applied. One day word was circulated through the settlement calling for a meeting of the people on the next day for the purpose of determining what should be done for their common safety. They met, selected their officials, and adopted a code of by-laws fixing the punishment for certain offences. The first offence was the theft of cucumbers from a citizen's garden. The offender was arrested, a jury impaneled, evidence heard, and the accused sentenced to twenty-nine lashes on the naked back "which were inflicted the same afternoon."

> John Courson was convicted of stealing some bags of flour from a mill, and perhaps some other articles. He was sentenced by Judge Wilson to receive fifty "stripes" well laid on (as the law then required).--five the next morning, fifteen at noon, and thirty the following day at noon. The prisoner was brought out from the log jail and secured by his upraised hands to the big staple. The first blow of the "cowhide" simply left a welt. "A little harder," said the sheriff, and Andy marked the four succeeding blows in distinct red lines on the poor fellow's naked back. He received this first installment of his sentence without an audible groan; but when returned to the same position for the second, his utterances and screeches from the first stroke were heart rending, and when returned to the prison, his audible lamentations and prayers for annihilation before another day were fearful and most painful to be heard. Yet he stood the whole punishment, receiving the following day the heavy remainder of the infliction, and returned to his prison with his back lacerated and bleeding from his shoulders to his hips.[72]

* * *

> As to deciding disputes by law, it was almost unthought of. True, though generally united, disputes would sometimes arise, and when other modes of settlement were unavailing, the last resort, a duel, decided all.....the pugilistic ring was effectual. Here the victor's wounded honor was fully satisfied, and a treat of "old monongahela" (whiskey) by the vanquished restored perfect good feelings among all parties.

* * *

Law adopted in 1790 concerning care of the poor:

> (The justices of the Court of general quarter sessions of the peace in the several counties within this territory) shall annually appoint one or more overseers of the poor in each and every township of the county, to serve for the term of one whole year, and it shall be the duty of every such overseer...... to take notice of all the poor and distressed families

---

[72] Henry B. Curtis, "Pioneer Days in Central Ohio," *Ohio Archaeological and Historical Quarterly*, Vol. I (1898).

> and persons residing in his proper township, and enquire into the means by which they are supported and maintained. And whenever he shall discover any person or family really suffering through poverty, sickness, accident, or any misfortune or inability, which may render him, her, or them a wretched and proper object of public charity, it shall be his duty, and he is hereby strictly enjoined to give immediate information thereof to a justice of the peace, acting in and for the same county, that legal means may be then taken by such justice to afford the person or persons so suffering proper and reasonable relief.

Law adopted in 1795 regarding the poor:

> It shall and may be lawful to and for the overseers of the poor, of the several townships, having first obtained the approbation of any two justices of the peace in the same county, to make and lay a rate, or assessment, not exceeding two cents, in the dollar, on the estimated value of all the real and personal estates within the same townships, respectively, at one time, and seventy five cents per head, on every freeman not otherwise rated for his estate, in every tax of two cents in the dollar, and so in proportion for any less rate or assessment......to be employed in providing proper houses and places, and a convenient stock of hemp, flax, thread and other ware and stuff, for setting to work such poor persons, as apply for relief, and are capable of working; and also for relieving such poor, old, blind, impotent and lame persons, or other persons notable to work, within the said townships.

* * *

> It shall and may be lawful to and for the overseers of the poor of the said townships, to contract with any person or persons for a house or lodging, for keeping, maintaining and employing any or all such poor in their respective townships....and take the benefit of their work, labour and service, for and towards their maintenance and support.
>
> It shall and may be lawful for the overseers of the poor of the townships, aforesaid, by the approbation and consent of two justices of the peace of the county, to put out, as apprentices, all such poor children, whose parents are dead or are found unable to maintain them, males till the age of twenty one, and females till age of eighteen.

The father and grandfather, and the mother and grand-mother, and the children of every poor, old, blind, lame and impotent person, or other poor person not able to work; being of sufficient ability shall at their own charges, relieve and maintain every such poor person, as the justices of the peace....shall order and direct, on the pain of forfeiting the sum of five dollars for every month they shall fail therein.

* * *

There were no insane asylums, nor schools or asylums for the deaf and dumb, nor for the blind or imbecile. This class of population had to be provided for by relatives and friends of the unfortunate in a private way. Neither were there reformatories for vicious and uncontrolable boys and girls; parents had to do the best they could for them individually.

* * *

At noon, I roamed into the Supreme Court, where I saw my new friend, the supreme judge, Wilson, on the bench, in the midst of three rustic, dirty-looking associate judges, all robeless, and dressed in coarse drab, domestic, homespun coats, dark silk handkerchiefs round their necks, and otherwise not superior in outward appearance to our low ten-farmers in England. Thus they sat, presiding with ease and ability over a bar of plain talkative lawyers, all robeless, very funny and conversational in their speeches, manners, and conduct; dressed in plain box-coats, and sitting with their feet and knees higher than their noses, and pointing obliquely to the bench of judges; thus making their speeches, and examining and cross examining evidence at a plain long table, with a brown earthen jug of cold water before them, for occasionally wetting their whistles, and washing their quid-stained lips: all, judges, jury, counsel, witness, and prisoners, seemed free, easy, and happy. The supreme judge is only distinguished from the rest by a shabby blue thread bare coat, dirty trousers, and unblacked shoes. Thus sat all their lordships, freely and frequently chewing tobacco, and appearing as uninterested as could be. Judge Wilson is, however, a smart intelligent man, and, I think, kind-hearted.[73]

---

[73] William Faux, "Memorable Days in America...." (London, 1823). Thwaites, Early Western Travels, Volume XI, p. 175.

This act was adopted by the Northwest Territorial Government meeting at Vincennes on August 4, 1790.

> Preamble. Whereas the population, happiness and prosperity of all countries, especially infant communities, necessarily depend upon the sobriety and industry of the people, and their attention to the moral and political duties of life, without which neither the great ends of society can be answered, nor the blessings of good government be felt. And whereas many pernicious games have been publickly practiced in this territory, tending to the corruption or morals and the increase of vice and idleness, and by which the honest and unsuspecting citizen may be defrauded, and deserving families be reduced to beggary and want.
>
> Sec. 1. Be it therefore enacted, That if any person or persons within this territory, shall on his, her or their account, or on the account of any other person or persons, publickly set up, permit, or suffer, or cause or procure to be publickly set up, permitted or suffered, any species of gaming, play or pastime whatever, whereby money or other property shall be betted, won or lost, or by reason whereof the party so publickly permitting the same, shall or may derive any benefit or advantage, in money, goods or other property, as a consideration for permission to play or bett thereat, each and every such function so offending shall forfeit and pay for every such offence of which he or she shall be convicted, the sum of two hundred dollars.
>
> Sec. 2. And be it further enacted, That if any tavern-keeper or inn-keeper shall expose, permit or suffer to be played at, in his or her dwelling-house.......or being in his or her tenure or possession, any billiard, faro, E.O. hazard, or other gaming tables, or any other machine, instrument, device, or invention whatsoever, by reason whereof money or other property shall be betted, won or lost, or whereby he or she shall derive any benefit or advantage, in money or other property, as a consideration for permitting others to play or bett thereat...... (The punishment was to be loss of license and a fine of hundred dollars).
>
> Sec. 3. (Lists the following games and events that apparently were associated with gambling: cards; dice-tables; tennis-bowls; horse-racing; cock-fighting.)

> Providing always nevertheless, That nothing so far in this act contained, shall be deemed or construed to restrain or impair the natural and necessary liberty which all good citizens, or subjects without distinction, may of right claim and enjoy in the peaceable exercise of any useful or rational amusement, recreation, sport or pastime, whether the same be used to promote health, pleasure, or a laudable emulation to excel in feats of skill, strength, adroitness, or otherwise howsoever.

Law adopted on May 1, 1798:

> Whosoever on purpose and of malice aforethought by lying in wait shall unlawfully cut out or disable the tongue put out an eye slit or bite the nose ear or lip or cut off or disable any limb or member with intention in so doing to maim or disfigure such person or shall voluntarily maliciously and of purpose pull or put out an eye while fighting or otherwise every such offender his or her aiders abettors and counsellors shall be sentenced to undergo a confinement in the jail of the county in which the offence is committed for any time not less than one month nor more than six months and shall also pay a fine not less than fifty dollars and not exceeding one thousand dollars one fourth of which shall be to the use of the Territory and three fourths thereof to the use of the party grieved and for want of the means of payment the offender shall be sold to service by the court before which he is convicted for any time not exceeding five years the purchaser finding him food and raiment during the term.

The following was a section of a law adopted by Northwest Territorial Government meeting at Marietta on September 6, 1788:

Riots and Unlawful Assemblies

> If three or more persons shall assemble together with intention to do any unlawful act, with force and violence, against the person or property of another, or to do any other unlawful act, against the peace and to the terror of the people; or being lawfully assembled, shall agree with each other to do any unlawful act as aforesaid, and shall make any movement or preparation therefor, the persons so offending, and upon conviction thereof shall pay, as a fine, each, to this territory, the sum of sixteen dollars, and find surety for their good behavior respectively for the space of six months, and stand committed till sentence be performed.........

If any the persons so unlawfully assembled shall be killed, maimed or otherwise injured, in consequence of resisting the judges, or others in dispersing and apprehending them, the said judges, justices of the peace, and sheriffs, and other ministerial officers, and others acting by their authority, or the authority of any of them, shall be holdin guiltless.

If any person or persons shall forceably obstruct any of the authority aforesaid, or if any three or more persons, shall continue together after proclamation as aforesaid made, or attempted to be made, and prevented by such rioters; or in case of no proclamation, any three or more persons, being assembled as aforesaid, shall commit any unlawful act as aforesaid, every offender, upon conviction thereof, shall be fined in a sum, not exceeding three hundred dollars, and be whipped, not exceeding thirty-nine stripes, and find surety for good behavior for a time not more than one year, at the discretion of the court before whom the conviction may be had.

Drunkenness

If any person shall be convicted of drunkenness...... the person so convicted shall be fined, for the first offence, in the sum of five dimes, and for every succeeding offence, and upon conviction, in the sum of one dollar; and in either case, upon the offender's neglecting or refusing to pay the fine, he shall be set in the stocks for the space of one hour.

Law passed by Territorial Legislature on December 2, 1799:

Whereas the increase of vice and immorality in a nation, eventually tends, by corrupting the human mind, to wound individual happiness, as well as to destroy national prosperity, it becomes the indispensable duty of the legislature to adopt such measures as may appear most effectual for the supressing its growth, and preventing its effects: therefore,

Sec. 1. Be it enacted by the Legislative Council and House of Representatives in General Assembly, and it is hereby enacted by the authority of the same, That if any person shall be found reveling, fighting, or quarreling, doing or performing any worldly employment or business, whatsoever, on the first day of the week, commonly called Sunday, (works of necessity and charity only excepted) or shall use of practice any unlawful game, sport or diversion, whatsoever, or shall be found hunting or shooting, on the said day, and be convicted thereof, every such person, so offending, shall, for every such offence, forfeit and pay a sum not exceeding two dollars, nor less than fifty cents, to be levied by distress......(If you failed to pay, you were sentenced to two days hard labor on the highways). Provided always, That nothing herein contained shall be construed to hinder waterman from landing their passengers, or ferrymen from carrying over the water travellers, or persons removing with their families, on the first day of the week, commonly called Sunday.

Sec. 2. That if any person of the age of sixteen years and upwards, shall profanely curse, damn or swear, by the name of God, Christ Jesus, or the Holy Ghost, every person so offending, being thereof convicted, shall forfeit and pay, for every such profane curse, damn, or oath, a sum not exceeding two dollars, nor less than fifty cents (failure to pay fine, you were sentenced to two days of hard labor on highways).

Sec. 3. That if any person of the age of sixteen years or upwards, shall be found in the public highway, or in any public house of entertainment, intoxicated by excessive drinking of spiritous, vinous, or other strong liquors and making, or exciting any noise, contention or disturbance, it shall be lawful for any justice of the peace....to cause such person or persons to be committed to the common jail of the county, there to remain for a term of time not exceeding forty eight hours; and every person, so committed, shall pay the fees arising on such commitment.

Sec. 5. That if any person or persons shall cause to fight any cock or cocks, for money or any other valuable thing, or shall promote or encourage any match or matches of cock fighting, by betting thereon, or shall play at any match of bullets, in any place, for money or other valuable thing, or on the highway or public road with or without a bet, or shall play at cards, dice, billiards, bowls, shovel-board or any game of hazards or address, for money or other valuable thing.....on conviction shall forfeit and pay three dollars.

Sec. 9. That if any person or persons shall challenge another to fight or box, at fisticuffs or, with the intent to bring on a match at boxing, shall, in words or gesture, endeavor to provoke any other person or persons, to commit an affray, whether an affray ensues or not,....on conviction shall pay a sum not exceeding five dollars, nor less than one dollar.

82

7

LEISURE AND RECREATION

While much hard work was required to provide the necessities of life on the Ohio frontier, the pioneer found time to engage in activities that provided him with "times of good cheer." In fact, the pioneer frequently combined hard work and fun. Some of the common working situations that were made into social events were corn huskings, flax pullings, apple butter bees, log rollings, quilting bees, wood choppings, house and barn raisings.

Young people in frontier Ohio engaged in activities that provided important learning experiences as well as sheer fun. Some of the popular games of the day were "Hunting the Thimble," "Pussey Wants a Corner," "Miller Boy," "Pig in the Parlor," "Blindman's Buff," "Button," "Love and Murder," "I Am Sick of My Partner," "Sister Phoebe," and "King William Was King James' Son." The last two were kissing games and apparently were enormously popular. One person, who signed his name "Johnson," wrote a letter that was published in Liberty Hall criticizing these play-parties as "an extensive perversion of taste." "Can it be possible," he asked in Liberty Hall, "that the mere circumstance of tumbling a lady or gentlemen on the floor, compelling them to kneel and kiss each other's hand, or grope blindfold round a room, catching and guessing, should convey to an intelligent collection, that instructive amusement which might be obtained by a mutual exchange of ideas, or attentive hearing of the lives of Pope, Scott, or Campbell?"[74]

In addition to the activities cited, music and dancing were important in the social life of the pioneer. One critic observed in 1819 that "young people would dance even if every bank in the state was on the brink of ruin." Newspapers in frontier Ohio contain many advertisements of musical instruments, of vocal and instrumental music, of singing schools, and notices of concerts given in the larger towns by amateur groups.

While such activities as play-parties, dancing, card-playing, and drinking were criticized in certain quarters as being a waste of time or downright sinful, they were widely practiced on the Ohio frontier.

Questions:

- What were some of the favorite amusements of the Ohio pioneer?
- Did frontier boys and girls play the same games?
- To what extent were pioneer sports individual and to what extent cooperative? How competitive were sports?

---

[74] Liberty Hall, January 13, 1817.

- What conditions prevailed on the Ohio frontier that encouraged the pioneer to combine work and fun? Can you think of any situations in our society where we combine work and play?

- To what extent were games of pioneer children a preparation for adult life?

- How do the amusements of the Ohio pioneer reflect the conditions and values of frontier Ohio? Can you cite examples to illustrate how the conditions and values of our society are reflected in our amusements?

- In what significant ways do the amusements of frontier Ohio differ from our amusements? What amusements of frontier Ohio are still popular today?

- What was the source of the music the people played, sang, or danced to at this period of our history?

- In 1800 there were fifteen tunes that were widely known in Cincinnati. Twenty-four years later (1824) there were sixty-two widely known tunes in Cincinnati. What explanation can you give to explain this growth of popular music?

- Do the names of the tunes popular in Cincinnati in 1800 tell you anything about the background of the people living in Cincinnati? Explain.

- What factors discouraged the growth of a distinctive American music in our early years?

- What does the popularity of English music, Scottish music, French music, and later on German and Irish music in Ohio tell us about our early history?

- We have implied that the increase of popular music by forty-seven tunes in a twenty-four year period (1800-1824) is worthy of note. In our society today we would not be impressed with this rate of growth of popular music. What are the factors that exist in our society today that encourages the growth of popular music that did not exist in 1800?

- Did music serve the same purposes in the life of the people in 1800 as it does in our life today?

- Do you detect any differences in the music then and now? What are they?

- Do you think that all of the pioneers living in the Ohio region in 1790 to 1800 shared the same kind of cultural and social life as did the people of Cincinnati? Why?

Is there a difference in the cultural and social life of people living in our cities and those in small towns and rural areas in our society today? Explain.

- Do you think that music reflects the culture and life of a people? If so, how did the music in Cincinnati differ from the music in the less settled parts of Ohio at this period of history? In what ways does the music of the 1790's and 1800's in Ohio reflect a different kind of society than what we have today?

Suggested Activities:

- Interested students might be encouraged to discover some of the popular games of the pioneer period. Those you deem suitable could be played by the pupils.

- Some students might be interested in tracing the origin of some of the most popular songs of the Ohio pioneer and sharing their findings with the class. This can be an effective way of teaching the origins of the people who settled Ohio.

  The music teacher may be asked to teach students some of the folk songs of the frontier period. A class discussion could be built around what modern equivalents of folk songs we have and whether folk songs are still being created today.

- Ask a student to give an oral report to the class based on the article by Harry R. Stevens, "Folk Music On The Midwestern Frontier, 1788-1825," in the Ohio State Archaeological and Historical Quarterly, Vol. 57, pp. 126-146.

* * *

> When the crop was drawn in, the ears were heaped into a long pile or rick, a night fixed upon, and the neighbors notified rather than invited, for it was an affair of mutual assistance. As they assembled at night-fall, the green glass quart whiskey bottle, stopped with a cob, was handed to every one, man and boy, as they arrived, to take a drink. A sufficient number to constitute a sort of quorum having arrived, two men, or more commonly two boys, constituted themselves, or were by acclamation declared, captains. They paced the rick.....to fix the spot on which the end of the dividing rail should be. The choice depended on the tossing of a chip, one side of which had been spit on. The first choice of men was decided in the same way ----

> The captains planted themselves on each side of the rail.... Here at the beginning, was the great contest, for it was lawful to cause the rail to slide or fall toward your own end, shortening it and lengthening the other....
>
> The heap cut in two, the parties turn their backs upon one another, and then, making their hands keep time to a peculiar sort of tune, the chorus of voices in a still night might be heard a mile. The off replenished whiskey bottle meanwhile circulated freely, and at the close the victorious captain, mounted on the shoulders of some of the stoutest men, with the bottle in one hand and his hat in the other, was carried in triumph around the vanguished party, amidst the shouts of victory which vent the air.
>
> Then came the supper in which the women had been busily employed, and which always included a pot-pie. Either before or after eating the fighting took place; and by midnight the sober were found assisting the drunken home such was one of my autumnal schools from the age of nine to fifteen years.[75]

* * *

> The middle-aged and the young of a whole neighborhood assembled...to peel and pare...apples for drying, or make into "butter."
>
> The love-fortunes of men and maids were determined by the counting of apple-seeds; and whoever removed the entire skin of a pippin in one long ribbon, whirled the lucky streamer thrice around his head and let it fall behind him on the floor, and in the form it took a quick fancy read the monogram of his or her intended mate.
>
> After the apples were cut, and the cider boiled, the floor was cleared for a "frolic." (dance)

* * *

> The backwoodsmen....have frequent meetings for the purpose of gambling, fighting and drinking. They make bets to the amount of all they possess. They

---

[75] W. H. Venable, Footprints of the Pioneers in the Ohio Valley, pp. 119-121.

> fight for the most trifling provocations, or even sometimes without any, but merely to try each other prowess, which they are fond of vauting of.
>
> Buffington was a very stout young man, and was *going to attend a gathering (as they phrase it in* this country) at a justice's court, which Squire Sears....holds on the last Saturday of every month. He supposed there would be sixty or seventy men there--some plaintiffs, and some defendants, and some to wrestle, fight, shoot at mark with the rifle for wagers, gamble at other games, or drink whiskey.[76]

* * *

> It need scarcely be added, that we have as yet no epidemic amusements among us. Cards were fashionable in town for several years after the Indian war that succeeded its settlement; but it seems they have been since banished from the genteeler circles, and are harbored only in the vulgar grog-shop or the nocturnal gaming-room. Dancing is not infrequent among the wealthier classes; but is never carried to excess. Theatrical exhibitions, both by amateurs and itinerants, have occurred at intervals for a dozen years; and a society of young townsmen have lately erected a temporary wooden playhouse, in which they have themselves performed. But as the tendency of their institution to encourage strollers and engross time, has been deprecated by the more religious portion of our citizens....During the winter, select parties are frequently assembled; at which the current amusements are social converse, singing and recitation--The latter of which has been lately predominant. Juvenile plays and diversions are sometimes resorted to; which are generally such as promote a national exercise of the mental faculties. Sleigh riding and skaiting are rarely enjoyed, on account of the lightness and instability of the snow and ice. Sailing for pleasure on the Ohio is but seldom practiced; and riding out of town for recreation, on horseback or in carriages, is rather uncommon, for want of better roads. Evening walks are more habitual, in which the river bank and adjacent hills---the Columbian garden--and the mound, at the west end, are the principal resorts.[77]

---

[76] Fortescue Cuming, "Sketches of a Tour to the Western Country (1807-1809)." Thwaites, Early Western Travels, Volume IV, pp. 136-137.

[77] Daniel Drake, Picture of Cincinnati, pp. 167-168.

THEATRE

On Monday Evening, November 26, will be presented Shakespeare's Celebrated Tragedy, called

ROMEO and JULIETT

Romeo	Mr. Collins
Mercutio	Cargill
Friar Lawrence	Hayes
Juliett	Miss Denny

After which will be presented, an entire New Farce, never performed here, called

THE WEDDING DAY,
or
MY FIRST WIFE

Sir Adam Contest	Mr. Jones
Lord Rakeland	Hayes
Lady Contest	Miss Denny

[Particulars in Bills.[78]

---

[78] From Cincinnati Liberty Hall, November 24, 1821.

Boys were taught the use of the bow and arrow at an early age and acquired considerable adroitness in their use, so as to kill a bird or squirrel. One important pastime of the boys was that of imitating the noise of every bird and beast of the woods..... Throwing the tomahawk was another boyish sport in which many acquired considerable skill.....a well-grown boy of twelve or thirteen was furnished with a small rifle and shot pouch. He then became a foot soldier and had his porthole assigned him. Hunting squirrels, turkeys and racoons, soon made him expert in the use of his gun. Shooting at a mark was a common diversion. Running, jumping and wrestling, were the pastimes of boys in common with men. Dramatic narrations furnished another source of amusement. Dancing was the principal amusement of the young people of both sexes. Their dances were of the simplest forms; three-handed and four-handed reels and jigs.

* * *

Nothing could excite more hilarity than a frontier wedding. Most generally, all the neighborhood, for miles around, were invited; and if it was in the winter, there would be a log-heap or two somewhere near the cabin. Around these fires the men assembled with their rifles; the women in the cabin; and if there was a fiddler in the neighborhood, he must be present at the hour stated. The parson, if one could be had, if not, the Justice of the Peace, called the assembly together. After the ceremony was over, and all had wished the happy pair much joy, the bottle passed around; the men then went some to shooting at a mark, some to throwing the tomahawk, others to hopping and jumping, throwing the rail or shoulder-stone, others to running foot races; the women were employed in cooking. When the meal was ready, the guests all partook of venison, bear-meat, roast turkeys, etc. This being over, the dance commences, and, if there is no room in the cabin, the company repair to or near one of the log fires; there they dance till night, and then they mostly return home; yet many of the young people stay and perhaps all night....till the moccasins are worn through. The next day is the infair: the same scenes are again enacted, when the newly-married couple single off to a cabin built for themselves, without twenty dollars' worth of property to begin the world with.[79]

---

[79] James B. Finley, Pioneer Life in the West, pp. 71-72.

Weddings have been interesting and popular in all times. Sixty years ago there seemed to be more in proportion to the population than now. Fewer old maids and bachelors were then "left in the cold." The ceremony was more simple, and was performed with much less expense for wardrobe or outfit. No wedding presents were usually expected.

The average girl was considered well provided for when her mother furnished her with a good bed and bedding, a side saddle, a cow, six knives and forks, the same number of plates, cups and saucers, teaspoons and tablespoons, a teakettle, dutch oven, and a wash tub, in addition to her wedding and Sunday dresses. Generally the bride wore a neat cap made out of light stuff, and well trimmed with ribbons, and the groom wore his best new suit made for the occasion.

Bridal tours were not then taken to any extent, and usually housekeeping immediately commenced. The night of the wedding the couple generally had a grand serenade, the music being made by cow-bells, horse fiddles, and horns, not very harmonious, but loud in tones. The next day after the wedding there would usually be what was called an "Infair," at the home of the groom, where most of the wedding guests would meet and have a great family dinner.

There was a custom of running for the bottle at the infair. Three or four of the party having the best horses, the cavalcade being generally on horseback, would start in a race to reach the groom's home first; it often was a neck-and-neck race for miles; and he who got there first was entitled to the bottle filled with whisky, with a red ribbon around its neck, which he would carry back with great pride to the coming company, and for the time he would be the hero of the occasion.

It was a trite saying when a younger brother or sister was married before the older, that the older one must "dance in the hog trough."

The opportunities for courting in those days were not so good as now. As a general thing the family room must be occupied by the young folks at night and courting done after the old folks had gone to bed. The neighborhood gatherings made it convenient, however, to meet often and make love. When the weather was suitable, strolls about the farm, hunting berries, or for exercise in walking, were improved, so that the privacy needed was usually obtained.

The lighting of the house was by the iron lard lamp, hung upon a nail, or by a candle dip or molded tallow candle stuck in a holder or candle-stick and brightened with snuffers. The blazing hickory fire also added light as well as warmth to the room, and cheer to the young folks.

* * *

The occasions of farm gatherings at the time of which we write consisted of corn huskings, flax pullings, apple paring bees, quiltings, log rollings, and wood choppings. A short description of each may be interesting to the reader of to-day.

Corn huskings were quite popular gatherings. The farmer would pull the corn with husks on from the stalk in the field, haul it to the barn or pile it outside under some cover. Then huskers would be invited, and sometimes girls would be invited and participate. The corn pile would be divided, and captains chosen, and huskers divided equally for the work, and the merry contest would begin, and victory would make the winning leader, of the side that finished first, a hero for the time. When girls were present one law was always enforced; that was, that he who should find a red ear should be allowed to kiss the girl next to him. Sometimes it was said, some rascal would be guilty of the fraud of carrying red ears from home in his pocket to win the kisses.

Flax pullings would be attended by the young people of both sexes, who would go into the flax patch and pull up the ripened flax, and carefully spread it upon the ground to rot and bleach.

At apple parings boys and girls would put in the evening paring apples, cutting them in quarters, coring them, and stringing upon long strings, to be hung up to be dried around the kitchen fire.

The log rollings and wood choppings would be attended by the young men, whilst the girls would be engaged in quilting or sewing in the house, and all meet at the generous supper. These gatherings generally ended with a dance or a jolly party. The anticipation of meeting the girls would generally bring the boys to the hard work of the day, and to "go home with the girls in the morning."

The dance was a favorite amusement and was indulged in by old and young. The fiddler of the occasion was the center of attraction of the evening. He regulated

C

and called the dances and was commander-in-chief. The "French Four," "Money Musk," "Virginia reel," "the jig," and the "hoe down," were the principal figures danced. The "French Four" usually presented the opportunity to "cut the pigeon wing," which required great activity and practice to accomplish. The dancing of that time required much more muscle to be successful than the present graceful glide or even waltz. "The Devil's Dream," "Fisher's Hornpipe," "Old Soomer licked the ladle," and "Sugar in the gourd," were favorite tunes on the fiddle. The player generally knew nothing about keys, sharps or flats, or notes or written music, but played with inspiring vigor, by air, and with the "spirit and the understanding."

It often happened that in some neighborhoods the young people did not dance, and they would amuse themselves in plays of various character. "Sister Phoebe," "hunting the thimble," "Pussey wants a corner," and "Marching to Quebec," were the leading plays, "Sister Phoebe" being usually the favorite. This verse:

> "Sister Phoebe, how merry were we
> When we sat under the juniper tree;
> Put this hat on to keep the head warm,
> Take a sweet kiss, 'twill do no harm,"

no doubt had much to do with its great popularity.

The singing school was a great event in the neighborhood, and was held every winter and attended by the young and old of both sexes. Often the big sled filled with straw and young people made a gay and lively sleighing party. A teacher was usually employed for so many nights or lessons. The singing was done by what was called the "buckwheat notes." These schools greatly improved the music in congregations and also in families. The old people of to-day will no doubt remember the great pleasure they experienced in singing "Old Hundred," "America," "Greenfields," "Coronation," and other tunes of "ye olden times."

Debating societies were held on winter evenings, in most neighborhoods, where young and old participated in interesting subjects of debate. Such questions as these would be discussed and often drew out good powers for debate:

> "Which has the greater right to complain of the United States, the Indian or the negro?"

"Who deserves the greater credit, Christopher Columbus or George Washington?"

"Who was the greatest general, Julius Caesar or Napoleon Bonaparte?"

"Which is the more destructive element, fire or water?"

"In which is the greater pleasure, pursuit or possession?"

and many other subjects of a like character. These singings and debates were valuable factors in the education of the people.

The shooting and raffling match was another standing amusement. It usually occurred about Christmas and New Year's. A man would buy a quantity of goods, coffee, tea, etc., and have them put up in small parcels and put them up to be shot or raffled for at so much per chance, thereby getting a good price for the article, as well as affording interest and amusement to the contestors. The shooting was with the rifle at a target in the daytime, and the raffling continued after nightfall. Copper cents were placed in a hat, shaken up and thrown upon a table by the holder of a chance, and the most heads in a given number of throws would win the prize. After all the goods were disposed of, generally games of cards for money would be resorted to, and in that way finish out the evening's meeting. "Seven up" or "old sledge" was the usual and most favorite game. Sometimes "three up" was played, being a much shorter game.

Shooting New Year was another amusement of the times. A party of men would mask themselves, and with their guns, go from house to house about midnight on New Year's eve, wake up the household by a volley from their guns, and wish all a "happy New Year." Generally they would be invited into the house and be treated to whisky, apples, cider, and cake, and have a jolly good time.

Coon hunting was an interesting amusement for young men and boys. A good coon night would be selected, and with the noted "coon dog" and gun, the woods would be hunted over, and when his coonship was treed, if the tree happened to be too large to climb to get the coon, down it must come. It was the law of the hunt and of the woods that whether it was a good rail, clapboard, or shingle tree, it might be felled without the consent of the owner. The same rule applied to bee trees found by the bee hunter, who was then entitled to the honey as the result of the finding of the tree, no difference on whose land it was found. The coon has always been a favorite game, and has been closely identified with pioneer life. In the celebrated Presidential campaign of 1840 he played a conspicuous part in the great meetings of the people, and was adopted as the representative of the great successful party of that day.

As to cutting bee trees many good stories were told of conflicts over the fallen trees for the honey. Often efforts would be made to steal the honey, by cutting the tree at night, and sometimes the finder or some other party would organize to drive away the cutting party and as soon as the tree would fall rush upon the tree and drive the other party away, taking the honey in triumph home.

Horse races were a regular and very favorite amusement. They consisted of a quarter and half a mile straight races, or one, two and three miles on a circular track. This class of races were called Fairs, and generally took place after harvest as a sort of harvest home. These races were all running races, and the horse was ridden by a jockey. Often horses would be required to make three heats of a mile each, the rule being that the winning horse must take two out of three heats. The heats would sometimes be fixed at two or three miles each, and require two out of three of the heats to win the race. These long races on circular tracks would usually occupy three or four days, with special purses for each day and race. The best and fastest horses of the country would be brought to these Fairs, and large crowds of people of both sexes attended them.

The most noted race of this kind was made on the Indian Field track on Owl Creek, and the distance run was nine miles. Three horses made it. "Old Hippy," an Owl Creek horse, partly thoroughbred, who had never been beaten in a three-mile race, was one of the entries; and two other thoroughbred horses from Kentucky, named Red Fox and Jackson, were the other two. The heats were three times around the mile track. Red Fox took the first heat, "Old Hippy" being second and Jackson the third. The second heat was won by "Old Hippy," Red Fox being second and Jackson third. The third heat, deciding the race, was won by "Old Hippy," with Jackson second and Red

Fox third. This was the most exciting race that ever occurred in that region of the country, not so much, however, for the amount of the purse, as for the speed and endurance of the horses.

Fox hunting was a rare sport, and chasing the fox with a pack of hounds over hill and dale, with the music of their bark and the excitement of horse and rider, was regarded as a manly exercise. Times would be fixed for the hunt and invitations sent out to the owners of hounds as well as lovers of the chase to join it, and large numbers would usually be present at the start. Great rivalry would be exhibited in having the fastest dog, and he who was in at the death first carried off, in triumph, the fox's tail as a distinguished trophy.

Cock fights would occasionally take place. At times there would be a great rage for this amusement, when game chickens would command a high price. The dung-hill rooster couldn't match the game cock, and blood and breeding would tell in this as in other departments of nature.

Foot racing, wrestling, jumping, and pitching quoits, were indulged in at all public gatherings, to while away the time, and afforded very popular amusements.

The circus and menagerie on a small scale visited the towns and villages every summer, and large numbers of people would attend. The monkey, and the pony, and elephant, were always great sights for the young folks to enjoy. The circus riding and tumbling, with the fun of the clown, always made these shows popular.

Fishing was a great sport. With hook and line and seine, the rivers and streams were relieved of their finny inhabitants, and our tables were abundantly supplied with healthy and delicious food.

MEDICINE

By 1800 there were only four medical schools in the United States with an enrollment of about 150 students. It has been estimated that almost 90 percent of the 3,500 physicians in the United States at the end of the eighteenth century did not possess a medical degree. The vast majority of the practicing physicians in this country secured their professional training under the apprentice system.

If the medical student lived with his parents or relatives or in a local rooming house, he paid his preceptor a fee, usually $100 a year, for his training. If he lived at the home of the preceptor while in training, he did various chores in addition to his other duties connected with his medical training in return for his room and board.

It was customary for the preceptor to provide the student with books to read from his meager library and usually with a skeleton for the study of anatomy. In some instances a recently buried body was resurrected and dissected secretly by the preceptor and his student. Daily reading assignments were made on which recitations were heard by the preceptor on their way to visiting patients. In addition to driving for the preceptor, the student performed various duties including care of the horses, harness, saddle and buggy, sweeping the office floors, tending fires, running errands and compounding his medicines. He made pills, mixed potions, ground the crude drugs with mortar and pestle, etc. After a time he was permitted to witness the examination and treatment of patients in the office and to accompany the doctor on his visits to patients in their homes. Gradually he was allowed to do bedside nursing, dress wounds, lance abscesses, extract teeth, and to cup and bleed patients. Eventually he assisted the preceptor in diagnosis and treatment and made house calls independently on those patients who were convalescing.

Upon the satisfactory completion of his apprenticeship (apprenticeship lasted three years), the preceptor issued a certificate of proficiency, which on registration with the proper authorities entitled him to practice medicine as a "legal practitioner" and use the title "Doctor" before his name. In order for him to be able to sign "M.D." after his name he had to graduate from a medical school or be granted an honorary degree of doctor of medicine.

Medicine in the Northwest Territory was a mixture of science, quackery, folklore and magic. Often treatment was dictated by personal prejudice or copied from the Indians. Medical treatment consisted largely of bleeding, blistering, purging, sweating, vomiting, cuffing, poulticing, sanification and cauterizing. Use was made of such Indian drugs as Indian hemp, squaw root, wahoo, golden seal, Indian tobacco, May apple, sassafras, blood root, slippery elm, ipecac, scurvy grass root, black snake root, mountain mint, horse balm, white pine, blue berry, pond lily root, sage tea. In addition to Indian drugs, doctors used alcohol, ether, camphor, ammonia, copper, zinc, mercury, iron, arsenic, barium, calcium, nitric acid, potassium, sulphuric acid, white clay, lead, sulphur, magnesium, sodium chloride, turpentine, acetic acid, chalk and powdered tin.

Since no anesthesia was available, alcohol and opium were used to dull sensation in surgery cases.

Distances from centers of population and difficulties in transportation limited the amount of equipment for treating the sick and injured. For example Governor and Surgeon Edward Tiffin on one occasion was called to see a man who had severely cut his leg while mowing with a scythe. He had no instruments with him but used a silk handkerchief for a tourniquet, a pen knife for a scalpel and an ordinary handsaw for severing the bone. He was able to perform the amputation quickly and successfully.

Epidemics that hit Ohio in the 1780's and 1790's included smallpox, scarlatina, malignant fever, measles, whooping cough, diptheria, influenza, malaria, milk fever and dysentery.

The scarcity of doctors in the Ohio area is illustrated by the fact that there was only one doctor serving the whole region now comprising Clermont and Brown counties before 1804. At Fort Washington the medical officers were called upon to provide free medical care and medication for the civilians as well as look after the troops.

The scarcity of doctors in Ohio help to explain such incidents as the following:

> Mrs. Kingsburg of Conneaut gave birth to a baby while her husband was away on a business trip. The baby was born without help, but the baby died and the mother had to bury it.
>
> One day during the summer, when the family was away from home, James Carlisle's two sons, John and James, lads of eight and six years, were at work in the tobacco field. They were engaged in "suckering" the plants when James cried out that he was bitten by a rattlesnake. James ordered his brother to take an old dull tomahawk and cut his hand off, at the same time laying it on a stump....John eventually was able to cut off the finger, which was the first finger of the right hand. James survived and grew to manhood.

Note to teachers: Jonathan Forman's Physicians and the Indian Wars, published by the Ohio State Medical Association as one of its contributions to the celebration of the sesquicentennial of Ohio statehood 1953, is a marvelous reference covering Indian and white medical practices in the Ohio region during its early history. It has much information in it that could be assigned for reports. In addition to medical information, it contains biographical sketches of early doctors and contains some good accounts of military campaigns against the Indians. Ask your personal physician about getting a copy of this book for your library.

Questions:

- Do you think the life expectancy of an individual living in the Ohio region prior to 1803 would be as high as it is today? Why?
- Why did frontier doctors copy many of the Indian practices of medicine in this period of our history?
- Why did John Carlisle so readily accept the responsibility for amputating James' finger? Would it be easier for John Carlisle to perform this task than you? Why?
- Why didn't the scarcity of doctors, nurses and hospitals in the Ohio region discourage settlers moving into the area?
- What inferences can you make about the standards of professional education in the United States at this period of our history from the description of medical training?
- What additional insights have you gained about the kind of people who moved to the frontier and life on the frontier?
- Do you think the absence of medical facilities was as great a cause of concern for the early settler in Ohio as it would be for us today? Why, or why not?
- From the standpoint of medical services, would you refer to this period of our history as "the good old days"?
- How do you explain the fact that men like Manasseh Cutler could be an ordained minister, a lawyer and a physician?
- From your study of frontier medicine in Ohio, what are the most outstanding differences between medicine then and now?

Suggested Activities:

- Perhaps one of your students would like to discover the life expectancy spans in various periods of our history and report his findings to the class.

- Another interesting report might be on the various beliefs that were held as to the causes of illness and the influence these beliefs had on the treatment of illness. Forman's Physicians and the Indian Wars has an excellent account on this subject.

- With the help of your students, identify a resource person who would be willing to discuss with the class early medical practices and compare those with current medical practices and recent developments in the field of medicine. The local medical society might be willing to present such a program.

CULMINATING ACTIVITIES

The following questions may be discussed by the entire class. However, the teacher may prefer to divide the class into small research and discussion groups to deal with particular questions. If the latter procedure is followed, group leaders and reporters should be selected and a summary of the ideas generated by the groups should be shared with all members of the class.

Discussion Questions:

- Display objects or pictures of such objects as tools or household items of the pioneer period with their counterparts today. Read short excerpts from the Constitution of 1802 and excerpts from our present Constitution on the same subject.

  Has the greatest change taken place in our material culture or our non-material culture?

  How do you explain this? Is this true of other cultures? Why, or why not? Can cultural lag be eliminated? Why, or why not?

  Can you give examples of important changes that have taken place in the non-material culture?

  In your opinion, what are the most significant differences between Ohio in the frontier period and Ohio today? What do you think will be the most significant differences between Ohio today and Ohio in the year 2100? What evidence can you give to support your predictions?

- Because of the complexity and the immediate nature of present problems, some people like to refer to the past as the "good old days."

  What aspects of the pioneer period, if any, have appeal to you or might cause you to think of this period as the "good old days"?

  What aspects of the frontier period has the least appeal to you and might cause you to think of them as the "bad old days"?

  Do you think it is possible for you to make an objective judgment as to whether the pioneer period represents the "good old days" or the "bad old days"? Why?

- From your study of the frontier or pioneer period in our history, can you identify any current problems that have their roots in this period of our history?

- Frederick Jackson Turner, a distinguished American historian, contended that the frontier was the dominant force in shaping America's development and progress and its institutions and character.

  Can you give examples to show how the frontier period in Ohio influenced Ohio's development and progress and our institutions and character? Can you also give examples which do not seem to support the frontier theory?

- In your considered judgment, what were the major challenges confronting the Ohio pioneer? Can you classify these challenges under the headings of economic, political, and social? What do you consider to be the major challenges confronting Ohioans today? In what respects are the challenges similar? Different? What explanations can you give for this? Do you think the individual had more or fewer problems to resolve in the frontier period than he has today?

- "Let the facts speak for themselves" is a statement that is frequently made. Do you think that facts speak for themselves? Why, or why not? What five statements of fact can you make about the frontier period? Can you find some statements of fact which seem to contradict each other? How is this possible?

- It has been said that history is a series of lies. Do you think it is possible to arrive at historical truth? Discuss.

- What qualities did the pioneer need in order to meet the challenges of frontier Ohio? Are these qualities important today? Explain.

- How did the conflict between the pioneer and the Indian influence:

    the settlement pattern of Ohio
    the selection of town sites
    the economic life of the frontier
    town planning and use of land
    the construction of houses
    selection of people who moved to the frontier
    customs and characteristics of pioneer people and pioneer life
    government policies

- The words "frontier" and "pioneer" are important words in our language. How do you explain the appeal these words have for us?

- What questions can you ask about this period of our history that have not been answered by this unit of study? If you can identify some facet of this period of our history that interests you, consult with your teacher about doing an independent study project on this topic.

- Did you gain any major ideas or insights from this unit of study? What are they? Which do you consider to be the most important?

- Have students construct a time line showing significant events taking place on the national scene during this period of study. For example, the Louisiana Purchase, Lewis and Clark Expedition, War of 1812, etc.

  What do you consider to be some of the major accomplishments of the Ohio pioneers? What were some of their failures? How do you think future historians will assess the accomplishments and failures of the people of Ohio today?

- Let's find out:

  What national problems or events of this period (1800-1825) were of special concern for the pioneer settlers of Ohio? Can you explain why these problems or events were of concern to the settlers?

  What do you think will be the most important needs of the people of Ohio in the years from 1825 to 1865?

BIBLIOGRAPHY

Basic Texts - Students:

Collins, William R. *Ohio: The Buckeye State*. Englewood Cliffs: Prentice-Hall, Inc., 1968.

McCarthy, Mary C. (ed.). *Ohio: From Settlement to 1910*. Cleveland: Educational Research Council of America, 1970.

Roberts, Carl H. and Cummins, Paul R. *Ohio Geography, History, Government*. River Forest: Laidlaw Brothers, 1969.

Other Helpful Student References:

Aley, Howard C. *Understanding the Resources of Our Community*. Chicago: R. R. Donnelley and Sons Company, 1951. Setting in Mahoning, Trumbull, Columbiana Counties, Ohio, and Mercer County, Pennsylvania. General material on pioneer life and industry and tools.

Bailey, Carolyn. *Pioneer Art in America*. New York: Viking Press, 1944. American artists and crafts shown in relation to the periods in which they lived.

Baker, Jim. *The Cabin in the Clearing*. Worthington: The Pioneer Press, 1965. 35 cents.

Baker, Jim. *Frontier Medicine*. Worthington: The Pioneer Press, 1966. 35 cents. These paperback publications contain some very helpful illustrations. They are especially good for the less able academic student. They may be purchased from the Ohio Historical Society.

Banta, Richard E. *The Ohio*. Holt, 1949. An entertaining and informative panorama of personalities, products and events.

Bennett, Emerson. *Forest Rose, A Tale of the Ohio Frontier*. Heer, 1959. A romantic tale of backwoods Ohio.

Bowman, David W. *Pathway to Progress: A Short History of Ohio*. Cincinnati, 1942.

Bowman, James. *Mike Fink*. Little, 1957. A tale of Mike Fink who roamed up and down the Ohio in the days before the steamboat.

Brown, Harriet. *Grandmother Brown's One Hundred Years*. New York: Little, Brown and Company, 1930. Grandmother Brown tells what Ohio and the Northwest Territory were like when she was a girl. Interesting narrative with firsthand descriptions.

Butler, Margaret. *A Pictorial History of the Western Reserve, 1796-1860.* Western Reserve Historical Society, 1963. An illustrated story telling of Moses Cleaveland pioneering the Western Reserve and of those people who settled with him and in the following years.

Caruso, John A. *The Great Lakes Frontier.* Indianapolis: Bobbs-Merrill, 1961. A series of interestingly narrated incidents that make up the formative history of the political and social development in the Great Lakes Region from 1673-1848.

Clark, Thomas. *The Rampaging Frontier.* New York: Bobbs-Merrill, 1939. Social life and customs in the middle west. Gives a picture of the "buckskin" side of frontier life. Interesting account based on factual records, but written to show the lighter side of life.

Comfort, Mildred. *Flatboats and Wagon Wheels.* Chicago: Beckley-Cardy Company, 1948. Fiction. Family travels from Philadelphia to Cincinnati in 1789.

Crawford, Phyliss. *Hello, The Boat!* Holt, 1938. For slow readers. A fictional account of the Doak family who flee the depression of 1817 by moving west.

Daugherty, James. *Daniel Boone.* New York: Viking Press, 1946. Life of Boone giving a good description of pioneer life. Does have some incidents in Ohio. Illustrated by author in an unusual, large and colorful style.

DeLeeuw, Adele. *Hideaway House.* Little, 1953. For slow readers. This is a fictional account of a New Jersey family who moves to Ohio on the Big Miami in 1791. Gives a description of their everyday living.

DeLeeuw, Cateau. *Give Me Your Hand.* Little, 1960. A fictional account of a young girl in a settler's family in Hamilton, Ohio who takes over the care of her brothers and sisters after her mother dies.

Douglas, Emily Taft. *Appleseed Farm.* New York: Abingdon-Cokesbury Press, 1948. Fiction. Story based on the life of Johnny Appleseed with pioneer life woven in.

Eddy, Mary O. *Ballads and Songs From Ohio.* Folklore Association, 1960. Representative collection of our traditional songs.

Ellis, William. *The Bounty Lands.* World, 1952. A historical novel of the American push to the west, when the soldiers of the Revolution were granted land in the Northwest territories.

Everson, Florence, and Power, Effie. Early Days in Ohio. New York: E. P. Dutton and Company, Inc. Story of a Vermont family that settled in the Western Reserve.

Faulkner, Nancy. The West Is On Your Left Hand. Doubleday, 1953. The story of the Withers family who left their worn-out Virginia farm to join relatives in a settlement of the Ohio Company.

Fitzgerald, Pitt L. Drovers East. Philadelphia: Macrae Smith Company, 1940. A young boy helps drive cattle from Chillicothe to Baltimore.

Frary, I. T. Ohio in Homespun and Calico. Garret and Massie, 1942. Good description of pioneer life.

Garst, Shannon. Frontier Hero: Simon Kenton. Harcourt, 1966. Simon Kenton is forced to face the dangers of the frontier at an early age. He soon becomes one of the most famous scouts in the Northwest Territory.

Green, L. S. Tales of the Buckeye Hills. Lonzos. Green, 1963. Stories of the hills of southern and southeastern Ohio.

Hatcher, Harlan. The Western Reserve: The Story of New Connecticut in Ohio. (rev. ed.) World, 1966. This is the history of the Northern Ohio lying between Lake Erie and the forty-first parallel from the end of the eighteenth century to the present.

Havighurst, Walter. Land of Promise. New York: Macmillan, 1946. Story of the Northwest Territory.

Havighurst, Walter. Life in America: The Midwest. Fideler, 1960. An elementary geography of the region. This book has been used as a text.

Havighurst, Walter. Wilderness for Sale. New York: Hastings House, 1956. A readable account of the first western land rush.

Havighurst, Walter. The First Book of Pioneers. New York: F. Watts, 1959. A readable account of frontier and pioneer life in the Middle West. Contains drawings.

Heiser, Alta Hervey. West to the Ohio. Antioch Press, 1955. Tells the story of the Great Miami River and its place in the history of the state.

Hunt, Irene. Trail of Apple Blossoms. Chicago: Follett, 1968. Fiction. Story of John Chapman, the legendary Johnny Appleseed.

Izant, Grace Goulder. This Is Ohio. World, 1953. Can be purchased through the Ohio Historical Society. Informal anecdotal history of each of the eighty-eight counties.

Jagendorf, Moritz. Sand in the Bag. Vanguard, 1952. Legends and tales of the Ohio country.

Johnson, Grace. Courage Wins. Dutton, 1954. After the Cobb family travels from Connecticut into the Western Reserve, papa leaves to serve in the War of 1812 and Otis must take care of the family.

Jordan, Philip Dillon. National Road. Indianapolis: Bobbs-Merrill Company, Inc. Includes Cumberland Road and the old Northwest. Several chapters devoted to Ohio.

Lender, Charles. Pirates on the Ohio. Howell, Soskin Publishing, Inc., 1947. River travel on the Ohio around 1800.

Lenski, Lois. A Going to the Westward. Lippincott, 1937. For slow readers. A family of New Englanders migrates to Franklin County in 1811 and helps to build a new state.

Margolis, Ellen. Idy, The Fox Chasing Cow, and Other Stories. World, 1962. Ohio folk tales.

McCague, James. Flatboat Days on Frontier Rivers. Champaign, Illinois: Garrard, 1968. Flatboats on the Ohio and Mississippi Rivers....cargo carried by flatboats...first steamboats on the Ohio River.

Miller, Sandra. "Lancaster Homes," Wonderful World of Ohio, Vol. 32, No. 9 (September, 1968), 10-15. Illustrations of homes of early settlers....craftsmanship of pioneers.

Miller, Sandra. "Our House," Wonderful World of Ohio, Vol. 34, No. 7 (July, 1970), 36-37. Photographs of hostelry at Gallipolis... examples of early Ohio architecture and furniture.

Poff, Clara. "A Visit to Adena, Living Memorial to the Father of Ohio Statehood," Wonderful World of Ohio, Vol. 34, No. 4 (April, 1970), 2-6. Photographs of Thomas Worthington's home, near Chillicothe...an example of early Ohio architecture.

Shapiro, Henry D., and Miller, Zane L. Physician to the West: Selected Writings of Daniel Drake on Science and Society. University of Kentucky Press, 1970. This is a good volume and should be in every junior high school library.

Siedel, Frank, and Siedel, James M. Ohio Heritage Library, Volume I. Standard Oil Company and Ohio Federation of Women's Clubs. Events and people who contributed to the growth of the state.

Sloane, Eric. Diary of An Early American Boy. Wilfred Funk, Inc. New York, 1962. Cloth, $6.50. This book contains an account of one year in the life of Noah Blake, 15 year old farm boy in 1805, based on Noah's actual diary. While the setting is not Ohio, it does represent life in this period of history in a delightful manner.

This book also contains many excellent illustrations. It can be purchased from The Ohio Historical Society, Columbus, Ohio 43210.

Sloane, Eric. Reverence for Wood. Wilfred Funk, 1965. $6.50. Can be purchased through The Ohio Historical Society. Relates the part wood played in the life of early settlers.

Stevens, Marilyn. The Village. Kuhlman Studies, 1961. The story of a typical village from its foundation to the present.

Stille, Samuel Harden. Ohio Builds A Nation. New York: Arlendale Book House, 1953. A series of short looks at the people, places, and events composing Ohio history.

Tunis, Edwin. Frontier Living. Cleveland: World Publishing Company, 1961. A detailed book describing the conditions of daily living of the frontiersman and his family during the westward movement.

Utter, William T. "Chillicothe Junto," American Heritage, IV (Spring, 1953), 38-39. This article explains the little known story of the lobbying of a small group of pioneers to pave the way for Ohio statehood.

West, Jessamyn. Leafy Rivers. Harcourt, 1967. Pioneer life in the Midwest. Recommended for good students.

Wilke, Katherine E. Simon Kenton: Young Trail Blazer. Bobbs-Merrill, 1960. $2.25.

Free and Inexpensive Materials:

The Educator and Executive Insurers, Inc., 4400 North High Street, Columbus, Ohio 43214, published a portfolio of seven historical illustrations that visually record the heritage of Ohio in early transportation and in the people who changed the wilderness not only into a state but into a nation. These portfolios are used for promotional purposes, but you might inquire about them.

Architecture in the Ohio Heritage, Album VIII. The Standard Oil Company (Ohio), Midland Building, Cleveland, Ohio 44115.

The Ohio Heritage Library, Volume I. The Standard Oil Company (Ohio), Midland Building, Cleveland, Ohio 44115.

Transportation in the Ohio Heritage, Album V. The Standard Oil Company (Ohio), Midland Building, Cleveland, Ohio 44115.

Publications of the Ohio Historical Society, Columbus, Ohio.

General References - Teachers:

Galbreath, Charles B. History of Ohio (5 vols., New York, 1925) is much inferior to both Wittke and Randall and Ryan.

Howe, Henry. Historical Collections of Ohio (Cincinnati, 1847; revised 1889-1891 and expanded to two volumes). This book is of particular interest to the teacher of Ohio history. It is the best contemporary account of the state, is well illustrated and contains many passages describing local landmarks. It is divided into counties, each section containing illustrations and contemporary accounts. Many students enjoy reading material on their own locality in Howe.

Randall, Emilius O., and Ryan, Daniel J. History of Ohio (5 vols., New York, 1912) is an older multi-volume history, but contains a great deal of valuable material on ante-bellum Ohio, particularly the frontier period. It should by no means be neglected.

Roseboom, Eugene H., and Weisenberger, Francis P. A History of Ohio (Columbus, 1967) is an excellent one-volume treatment of the state. Moderately priced, well illustrated and equipped with good maps, it is a must for every teacher's personal library.

Wittke, Carl (ed.). History of the State of Ohio (6 vols., Columbus, 1941-1944). This multi-volume series, available in most state libraries, is the most complete history of Ohio. Material on the early history of the state is to be found in the first two volumes of the series. Now available in paperback from the Ohio Historical Society at $3 per volume.

Bond, Beverley Jr. The Foundations of Ohio (Vol. 1) is an indispensable study of the period ending with statehood in 1803. It is the best single, detailed account covering the entire period of exploration and settlement.

Utter, William T. The Frontier State, 1803-1825 (Vol. 2) continues the story through the early statehood period. It contains some valuable descriptions of pioneer life.

Writer's Project. The Ohio Guide (New York, 1940) contains a brief account of state history and much good local material. This project also produced some fine studies of local communities including Springfield, Cincinnati, Chillicothe, Fremont and Urbana.

Suggested References - Teachers:

Architecture in the Ohio Heritage. The Standard Oil Company (Ohio), Midland Building, Cleveland, Ohio 44115. A panel guide accompanies publication. All of these publications contain excellent illustrations.

Bartlett, Rhul J. "The Struggle for Statehood in Ohio," Ohio History, XXXII (1923), 472-503.

Bradbury, John. "Travels in the Interior of America..." in R. G. Thwaites, Early Western Travels, V (Cleveland, 1904-07).

Buley, Roscoe C. The Old Northwest Pioneer Period, 1815-1840. Indianapolis: Indiana Historical Society, 1950, 2 volumes. An excellent account of the development of politics, society and culture in the Northwest Territory.

Burnet, Jacob. Notes on the Early Settlement of the Northwestern Territory. New York: D. Appleton and Company, 1847. A rare volume, but valuable in the study of our earliest settlements.

Chaddock, Robert E. Ohio Before 1850: A Study of the Early Influence of Pennsylvania and Southern Populations in Ohio. New York: Columbia University, 1908. Standard account of early Ohio demography.

Cuming, Fortescue. "Cuming's Tour to the Western Country..." in R.G. Thwaites, Early Western Travels (Cleveland, 1904-07), IV.

Curtis, H. B. "Pioneer Days in Central Ohio," Ohio Archaeological and Historical Society Quarterly, I. Contains author's views of the people who settled Ohio.

Downes, Randolph C. Frontier Ohio, 1788-1803. Columbus: The Ohio State Archaeological and Historical Society, 1935. A good account of the political and military history of the period.

Downes, Randolph C. "Ohio's First Constitution," NWOQ, XXV, 1953.

Downes, Randolph C. "Ohio's Squatter Governor: William Hogland of Hoglandstown," Ohio History, XLIII (1934), 273-282. Downes deals with the neglected problem of Ohio's squatters.

Downes, Randolph C. "The Statehood Contest in Ohio," Journal of American History, XVIII (1931-32), 31-32; 155-171.

Downes, Randolph C. "Trade in Frontier Ohio," Mississippi Valley Historical Review, XVI.

Drake, Daniel. Natural and Statistical View, or Picture of Cincinnati and the Miami Country. Cincinnati: Printed by Looker and Wallace, 1815.

Drepperd, Carl. Pioneer America. Garden City, New York: Doubleday-Doran, 1949. Excellent illustrations of pioneer equipment.

Eckert, Allan W. The Frontiersman. Boston: Little, Brown and Company, 1967. $8.95. This biography of Simon Kenton is very well done. The reader will gain valuable insights into the character of the frontiersman and frontier life.

Finley, James B. Autobiography. Cincinnati: Printed at the Methodist Book Concern, 1856. Contains good description of pioneer life.

Flint, James. "Letters From America" in R. G. Thwaites, Early Western Travels, IX (Cleveland, 1904-07).

Frary, Ihne T. Early Homes of Ohio. Richmond: Garrett and Massie, Inc., 1936. An excellent study of early architecture in Ohio.

Freeman, Larry. Country Store. Century House, Watkins Glenn, 1955. $1.25. This pamphlet gives a good deal of information on the country store of 1800 and 1850: What was sold, barter and credit, where the goods came from, and changes from 1800-1850.

Hatcher, Harlan. The Buckeye Country. New York: H. C. Kinsey and Company, Inc., 1940.

Harris, Thaddens Mason. "Journal of a Tour Northwest of Alleghany Mountains, 1802," in R. G. Thwaites, Early Western Travels, III (Cleveland, 1904-07).

Havighurst, Walter. The Heartland: Ohio, Indiana, Illinois. New York: Harper and Row, 1962. The author describes how this region, almost uninhabited in 1800 reached its present prominent position.

Hicks, Clara B. "The History of Penal Institutions in Ohio to 1850," Ohio Archaeological and Historical Society Quarterly, XXXIII (1924), 359-426.

Hildreth, Samuel P. Pioneer History. Cincinnati: H. W. Derby and Company, 1848. A good account of the early settlements and settlers of the Northwest Territory.

Holbrook, Stewart H. Yankee Exodus: An Account of the Migration From New England. New York, 1950. The how and why of the Yankee movement west.

Howells, William Cooper. Recollections of Life in Ohio From 1813-1840. Cincinnati, 1895. Scholars Facsimiles, 1963. This is an excellent book on frontier Ohio. One of the primary values of this book is the fact that it carries the reader from the pioneer period through Ohio's early years of growth and development.

Hunter, W. H. "Pathfinders of Jefferson County," Ohio Archaeological and Historical Society Quarterly, VIII (1900). Useful for names of early settlers. Some description of early life.

Johnson, Charles A. "Early Ohio Camp Meetings, 1801-1816," Ohio Archaeological and Historical Society Quarterly, LXI (1952), 32-52. Useful for teachers and students.

Johnson, Clifton. Old-time Schools and School Books. [1904]. Dover, 1963. Paper, $2.00. This reprint of the 1904 edition is a rich source of primary material. There are numerous excerpts from textbooks (including illustrations) in such subjects as geography, arithmetic and spelling. The primary materials are set in an informative text.

Jones, Robert L. "Special Crops in Ohio Before 1850," Ohio Archaeological and Historical Society Quarterly, LIV (1945), 127-142.

Jordan, Wayne. "The People of Ohio's First County," Ohio Archaeological and Historical Society Quarterly, XLIX (1940), 1-40.

Kilbourne, James. The Ohio Gazetteer. Columbus, 1831. Kilbourne and others produced a series of gazetteers of Ohio which run from the 1820's into the 50's. The set is indispensable as statistical guide to Ohio during these years.

Langden, William Chauncy. Everyday Things in American Life, 1607-1876. 2 volumes. Scribner, 1937 and 1941. $5.95 each. Volume 2 covers from 1776-1876. This volume has long been starred for first purchase by school and public libraries because it has limitless possibilities for both teacher and student in the realm of reading on transportation, social life, and customs.

Martineau, Harriet. Society in America. London, 1837. This is a sound, trustworthy volume.

Mercer, Henry C. Ancient Carpenters' Tools. Bucks County Historical Society, 1960. $7.50. This is a straightforward, technical, comprehensive work on tools. The book has an outstanding reputation for thoroughness and accuracy.

Michaux, F. A. "Travels to the Westward..." in R. G. Thwaites, ed., *Early Western Travels*, III (Cleveland, 1904-07). Contains an excellent account of the people and the social and economic conditions of the period.

Patterson, Isaac. *The Constitutions of Ohio*. Cleveland, 1912. Standard constitutional history of Ohio to 1912.

"Pioneer Schools and Schoolmasters," *Ohio Archaeological and Historical Society Quarterly*, XXV, 36-51.

Rogers, Thomas, Sr. "Reminiscences of a Pioneer," *Ohio Archaeological and Historical Society Quarterly*, XIX (1910). An excellent description of life in frontier Ohio.

Roseboom, Eugene H., and Weisenburger, Francis P. *A History of Ohio*. Columbus: The Ohio Historical Society, 1967. Every Ohio history teacher should have a copy of this book. The illustrations and bibliography will be especially helpful for teachers.

Stevens, Harry R. "Folk Music in the Midwestern Frontier 1788-1825," *Ohio Archaeological and Historical Society Quarterly*, LVII (1948), 126-146. This is an excellent article which can be read with profit by students and teachers.

The Musical Heritage of Ohio. Columbus, Ohio: State Department of Education. Free. This booklet gives the different sources in the development of music in Ohio; some biographical material; lists of compositions by Ohioans; skits; and a general bibliography.

Transportation in the Ohio Heritage. The Standard Oil Company (Ohio), Midland Building, Cleveland, Ohio 44115. A panel guide available.

Trollope, Frances. *Domestic Manners of the Americans*. London, 1832. This book created a sensation when it first appeared. It presents Americans in general and Ohioans in particular as a generally coarse, vulgar lot. Her work is of real interest and quite readable.

Utter, William T. *The Frontier State, 1803-1825*. Columbus: Ohio State Archaeological and Historical Society, 1942. A good standard work on the history of the period.

Van Every, Dale. *Men of the Western Waters*. Boston: Houghton Mifflin, 1956. This is a study of the old Wilderness Road and the men who travelled it.

Van Every, Dale. *Ark of Empire: The American Frontier*. New York: Morrow, 1963. Available in Mentor paperback. An excellent account of life on the frontier. Will appeal to good students.

Van Every, Dale. Forth to the Wilderness: The First American Frontier, 1754-1774. New York: William Morrow and Company, 1961. $6.00. Presents a very interesting account of this period of history. It deals not only with the events of this period but also with outstanding individuals as Croghan, Bouquet, Johnson, Pontiac, and the frontier people.

Venable, William H. Footprints of the Pioneers in the Ohio Valley. Cincinnati: Ohio Valley Press, 1888. Contains detailed descriptions of life in frontier Ohio.

Welker, Martin. Farm Life in Central Ohio Sixty Years Ago. Wooster, 1892. Deals with schools and education, farm work, the home, domestic manufacturing, women's work dress, transportation, sports and amusements, weddings, religious meetings, village store, village doctor, taverns, money, courts, food.

Wheeler, Robert C. Ohio Newspapers: A Living Record. The Ohio State Archaeological and Historical Society, 1950. Contains photo-stated reproductions of Ohio newspapers. An excellent reference for primary source materials.

Wright, Alfred J. Economic Geography of Ohio. Columbus: State of Ohio, Department of Natural Resources, 1953. Excellent information concerning the geographic and economic background of Ohio.

Note to teachers: The following publications are of great value to teachers:

Ohio History and Echoes of the Ohio Historical Society

The Publications of the Western Reserve Historical Society

The Maumee Valley Historical Society's Northwest Ohio Quarterly: A Journal of History and Civilization

The Bulletin of the Cincinnati Historical Society

Junior Cues of the Northwest Ohio Historical Society

Information on these may be obtained by writing to the appropriate historical agency.

Films:

A Matter of Revenge. 10 minutes. Ohio Bell. Frontier justice in Ashland County.

American Pioneer. 20 minutes. Ohio State Department of Education, MSD 1373. Shows the types of people, modes of transportation, and physical dangers encountered in the period of American expansion westward.

Beginnings and Growth of Industrial America. 11 minutes. Ohio State Department of Education, CR 287. The film shows the development of American manufacturing from a system of home crafts to factory system.

Candle Making. 11 minutes. Ohio State Department of Education, MSD 307. Process of making candles by pioneer family visualized in detail.

Children of the Colonial Frontier. 19 minutes. McGraw-Hill Kent State University, BC 1316. $6.50. The O'Conner family strives to survive in the Appalachian wilderness of the 1760's. Spring planting and fall harvesting; making soap; carting wool and hunting; day-to-day chores.

Circuit Rider. 10 minutes. Ohio Bell. Contact local Ohio Bell Business Office. Caleb Stoddard, a typical frontier preacher.

Coonskin Library. 10 minutes. Ohio Bell. The story of how the thirst for knowledge in Amesville started a world famed library.

Education in America: The Seventeenth and Eighteenth Centuries. Kent State University, B 379. $3.00. The development of schools in the early period of the United States.

Flatboatmen of the Frontier (Early Farmers of the Ohio Valley, 1790-1820). 11 minutes. Ohio State Department of Education, RSD 172. Kent State University - A1065. $2.25. Reveals how early settlers of the Ohio Valley were required to be "farmer boatmen" through their dependence on the soil for livelihood and on the rivers for transportation. Includes valley agricultural economy, frontier homes and domestic activities, frontier personalities, speech and music.

Folk Songs of America's History. Ohio State Department of Education, CR 285. Introduces and defines folk music and presents examples from important periods in American history.

Freedom's Proving Ground. 40 minutes. Sohio Motion Picture Service, P.O. Box 67, Cleveland, Ohio 44121. After reviewing the Ohio country's development under the Ordinance of 1787, the story moves from 1803 to 1953.

Frontier Boy of the Early Midwest. 15 minutes. EBF, Kent State University - B1036, $3.00. Everyday life in the events of a pioneer boy around 1800. Stresses self-sufficiency and cooperation of early settlers.

Gentle Johnny Appleseed. 10 minutes. Ohio Bell. The story of one of Ohio's most famous folk characters.

Johnny Appleseed: A Legend of Frontier Life. 15 minutes. Color. Kent State University, $5.25. Presents his personal characteristics and deeds. Shows him living with and helping frontier families.

Justice. 10 minutes. Ohio Bell. Frontier study of murder and revenge in Youngstown about 1800.

Long Journey West: 1820. Kent State University - B 1102. $3.00. The types of transportation used by the settlers and some of the difficulties they encountered.

The Pioneer Blacksmith. 11 minutes. Kent State University, A 2042. $2.25. Shows the importance of a blacksmith in a pioneer community.

Pioneer Boy of the Midwest. 14 minutes. Kent State University. $3.00. When David finishes his day's studies at log school house, heads through forest on his way home. David comes upon animals, berries, birds, and a rattlesnake. Shows how the pioneers lived from the land and the forest.

Pioneer Community of the Midwest. Kent State University, B 866, $3.00. A look at pioneer community life during early nineteenth century. Shows how geography affected travel and growth of communities. The economic, political, and recreational aspects of community shown.

Pioneer Home. 11 minutes. Ohio State Department of Education, CR 73. Kent State University, A 2085. $2.25. The physical surroundings and home furnishings, the hard work, simple pleasures of a pioneer family.

Pioneer Journey Across the Appalachians. 14 minutes. Kent State University, B 760. $3.00. Explains some of the reasons why the family decided to make the trip and traces the four main routes taken by the settlers in their push westward.

Pioneer Spinning and Weaving. 10 minutes. Kent State University. $2.25. Illustrates how linen, wool, and linsey-woolsey fabrics were made from materials found or grown on the farm.

The Loom. 10 minutes. Ohio State Department of Education, MSD 925. Portrays the production of cloth on the hand looms of pioneer America.

The Ohio Country. 20 minutes. Sohio Motion Picture Service, P.O. Box 67, Cleveland, Ohio 44121. Reenactment of historic trek from Massachusetts to open the Northwest Territory.

Spinning Wheel. 10 minutes. Ohio State Department of Education, MSD 308. Portrays the importance of the spinning wheel in pioneer home.

Westward Movement I: Settlers of the Northwest Territory. Kent State University, B 1148. $3.00. Describes the colonization of the Northwest Territory and the effects of the Northwest Ordinance. The pioneers daily life is shown.

Witchcraft on Trial. 10 minutes. Ohio Bell. Humorous dramatization of Ohio's only witchcraft trial in 1823.

Your Ohio Heritage. 30 minutes. Department of Natural Resources Film Library, 1500 Dublin Road, Columbus, Ohio 43212. A review of the rich resources in Ohio.

Slides:

Log Cabin Fever. 41 slides with script. Ohio Historical Society, Columbus, Ohio.

Records:

The Sounds of History. Record 3; 1789-1829. Time Incorporated, 1963.
Ohio State Ballads. Folkways Records and Service Corporation, FH-5217.
Frontiers. Folkways Records, FR-10003.

Filmstrips:

The American Pioneer. Color. Eye Gate House, Inc., 146-01 Archer Avenue, Jamaica, New York 11435. The nine filmstrips in this series can be purchased individually as well as in set.

Conquering the Wilderness
Pioneer Home Life
Travel in Pioneer
Household Handicrafts
Pioneer Artisans
Children at Home and at School
Pioneer Professions
A Pioneer Village
Pioneer Folk Art

Northwest Ordinance. Color (55 frames). Encyclopaedia Britannica Educational Corporation. $6.00.

Ohio As A Territory. Color (47 frames). Associated Educators, Box 3156 University Station, Columbus, Ohio 43210. Population; early towns; life on frontier; personalities.

Ohio Becomes A State. Color (51 frames). Associated Educators, Box 3156 University Station, Columbus, Ohio 43210. Early schools; "Coonskin Library;" flatboat; keel boat; Zane's Trace; territorial government; land offices.

Pioneers of the Early American Frontier. Color. Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614.

The Trip Westward. The Blake family travels westward to seek a new home in the Kentucky wilderness (37 frames).

The New Home. Choosing a site, buying and clearing land, building the cabin, neighbors help with settling (36 frames).

Life in the Wilderness. Problems and dangers of bad weather, wild animals, illness, food conservation (38 frames).

New Neighbors and A New Town. The arrival of other pioneers leads to construction of a mill, a store, a school, and eventually a small village (36 frames). Set of four, $18. Each, $5.

Settlement in the Ohio Valley. Color (51 frames). Associated Educators, Box 3156 University Station, Columbus, Ohio 43210. Settlers push into Ohio Indian lands.

Flat Pictures:

Flat pictures can be an invaluable aid in triggering student hypothesizing and discussion, and bringing realism to the study of a period of history. It is suggested that you involve your students in helping you build a picture file. Advertisements pertaining to new texts, encyclopedias, etc., frequently contain excellent pictures, maps, sketches, etc. The school librarian should be alerted to saving these pictures for you.

The following are only representative of the sources of pictures:

Ralph Henry Grabriel's Toilers of Land and Sea. Volume 3 in The Pageant of American Series, published by the Yale University Press, contains many useful pictures.

The American Heritage Books are a valuable source of pictures.

The Life History of the United States, especially volumes two and three have pictures relative to this unit of study.

The World Book Encyclopedia, Volume 15.

Tapes:

All tapes may be obtained from the Kent State University Audio Visual Services, Kent State University, Kent, Ohio. Order forms are available on request. If teachers are required to use a standard form it is important to include the following information: tape number, title, exact dates requested, address of the person to whom the tape will be sent, address of the person to whom confirmation will be sent and the address to which the invoice should be sent.

HSK 11-Christmas-Pioneer Style-The Norton family prepares for the holidays. $2.15. HSK 11-55 each run 15 minutes.

HSK 12-Pioneers At Work-A look at Pioneer craftsmen and professionals. $2.15.

HSK 13-Pioneers at Play-Leisure time activities are stressed. $2.15.

HSK 14-Frontier Education-The methods of education in Pioneer Ohio. $2.15.

HSK 15-Trailways to Railways-Pioneer transportation from the stage coach to the railroad. $2.15.

HSK 47-Ohio Pioneer Days-The Story of Johnny Appleseed. $2.15.

HSK 48-Ohio in Pioneer Days-A family moves to pioneer Ohio. $2.15.

HSK 49-Ohio in Pioneer Days-An Ohioan with Lewis and Clark. $2.15.

HSK 50-Ohio in Pioneer Days-The story of Abner Phillips, a shoemakers apprentice. $2.15.

HSK 52-Ohio in Pioneer Days-J. B. Finley, Circuit Rider. $2.15.

HSK 53-Ohio in Pioneer Days-Daniel Drake-Pioneer Physician. $2.15.

HSK 54-Ohio in Pioneer Days-The story of William Maxwell, Ohio's first newspaperman. $2.15.

HSK 55-Ohio in Pioneer Days-Samuel Lewis and the Common Schools. $2.15.

The following tapes were prepared by the Ohio Bell Telephone Company for their Ohio Story. They may be obtained from the Kent State Audio Visual Department. Running time varies from 8 to 15 minutes each. Rent is $2.15 per tape.

841-Buckeye Country Songs-Early Ohio folk tunes

579-Buckeye Schoolmaster-The trials of an early teacher

199-Circuit Rider-Henry Bascom, a minister in early Piqua

970-Connecticut's Western Reserve-The settlement of the northwest

165-The Coonskin Library

657-Doctor's Degree-The Physician in early Ohio

679-The Drover-driving stock to eastern markets

627-Edward Tiffin and the Face of the Earth-The problems of an early governor

40-The first Steamboat-Nicholas Roosevelt and the New Orleans

608-Flatboat Farmers-A trip down the Ohio to Market

963-Freedom's Proving Ground-The admission of Ohio to the Union

524-Frontier Election-Frontier Politics in early Ohio

178-The Golden Lamb of Lebanon-A pioneer inn

718-The Good Count Coffinberry-A frontier lawyer

145-The Inn on the Old Portage Road-Smithville Inn

45-King of the Keelboatmen-Mike Fink, legendary King of River

54-Madonna of the Trial-A tribute to the Pioneer mother

552-The Route of Gentle Annie-A fictional stagecoach trip to Columbus

791-Sally Benedict's Ivy-The story of the "Firelands"

510-Signed-Lucas Sullivant-The founding of Franklin County

631-The Woolbridge Strip-The construction of a pioneer road

117-Zanes Trace

Field Trip Suggestions:

ADENA, Chillicothe, enter at west end of Allen Ave., off St. Rt. 104, restored home and garden of 6th Governor Thomas Worthington. 9:30-4:30, except Mon., Apr.-Oct. *Plantation under development.

BUCKEYE FURNACE, Jackson County, 10 miles east of Jackson on St. Rt. 124 on Twp. Rd. 58, to Twp. Rd. 167, right to Buckeye Furnace. Furnace of the Hanging Rock iron region undergoing restoration.

CAMPUS MARTIUS MUSEUM, Marietta (I77, Exit 1), pioneer Northwest Territory Museum, first land office. Rufus Putnam House. 9-5, Mon.-Sat., 1-5 Sun.

GLENDOWER, Lebanon, on U.S. 42 (I71, Exit 29), Greek Revival house furnished in the period of the mid-19th century. 9:30-5, Except Mon., Apr.-Oct. A modest admission charge.

JONATHAN HALE HOMESTEAD, Oak Hill Road, Bath, Ohio. Administered by the Western Reserve Historical Society.

OHIO HISTORICAL MUSEUM, Columbus, Ohio. Exit 17th Ave. from Interstate 71.

OUR HOUSE, 434 First Ave., Gallipolis, 1819 tavern. 9:30-5, except Mon., Apr.-Oct. A modest admission charge.

Resource Persons:

With the help of your students, identify individuals in the community who would be willing to serve as resource people on various aspects of this unit. If it is not convenient for individuals to make a personal appearance don't overlook the possibility of taping interviews and talks and borrowing slides, pictures, realia, etc.